

Instructor's Manual

Time: 7 Hours



**Institute of Child Nutrition**

The University of Mississippi, School of Applied Sciences

# **Family Child Care FUNdamentals**

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# Institute of Child Nutrition

## The University of Mississippi

The Institute of Child Nutrition was authorized by Congress in 1989 and established in 1990 at the University of Mississippi in Oxford and is operated in collaboration with The University of Southern Mississippi in Hattiesburg. The Institute operates under a grant agreement with the United States Department of Agriculture, Food and Nutrition Service.

### PURPOSE

Improve the operation of child nutrition programs through research, education and training, and information dissemination.

### VISION

Lead the nation in providing research, education, and resources to promote excellence in child nutrition programs.

### MISSION

Provide relevant research-based information and services that advance the continuous improvement of child nutrition programs.

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## Background Information

*From the Trainer's Tablet* was a key resource for training family child care providers since 2002. The next edition was published in 2018 and this change reflected the new name - Family Child Care FUNdamentals. The most current edition was revised in 2024 to align with the Final Rule, "Child Nutrition Programs: Meal Patterns Consistent With the 2020-2025 Dietary Guidelines for Americans." This document was reviewed by the National Association for Family Child Care (NAFCC) and the Institute of Child Nutrition (ICN).

This *Instructor's Manual* has been developed to assist instructors in providing a face-to-face training for family child care providers. The seven lessons in this manual may be presented together as a 7-hour training or separately as 1-hour trainings, depending on the needs of each group.

The Instructor's Manual includes the following components:

- Appendix
- Handouts
- Lesson Objectives
- Lesson Plan
- Lesson-at-a-Glance
- Pre-/Post-Assessments
- Preparation Checklist
- Supporting Documents

While preparing to teach this training, you may find the guidelines below useful.

- This training has been developed to meet specific learning objectives. Therefore, instructors should follow the model program provided, including using the script as much as possible. Become familiar with the following prompts and their meanings:
  - **SAY:**  
This prompt describes what the instructor should say to participants.
  - **ASK:**  
This prompt cues when the instructor should ask the participants a question. If the question warrants feedback, it will be followed by the FEEDBACK prompt.
  - **FEEDBACK:**  
This prompt ensures certain elements are covered in discussions.
  - **DO:**  
This prompt explains what the instructor/participants are to do.
  - **SHOW SLIDE:**  
This prompt indicates the transition of PowerPoint slides.
- When administering the Pre- and Post-Assessments, please use the term *assessment* rather than *test*. The word *test* may be more threatening to participants than *assessment*.

- Pre-/Post-Assessments are available in two forms: training assessments and lesson assessments. When teaching all lessons together, as one 7-hour training, administer the Training Pre-/Post-Assessments (do not administer any lesson assessments). If teaching the lessons individually, as separate 1-hour trainings, administer the Pre-/Post-Assessments for the lesson(s) being taught (do not administer the Training Pre-/Post-Assessments).
- Refrain from making any political statements as this may be offensive to participants.
- Follow the Lesson-at-a-Glance and always start and stop on time.
- When using chart paper, be sure to use colors that are easily read from a distance and be sure to write large enough for easy visibility. Colors, such as blue and black, are the best colors to use for visibility throughout the room. Avoid light colors such as pink and yellow.
- Avoid using the term day care home or day care home providers. Use the term family child care homes or family child care providers.



# Training Objectives

## Lesson 1: Health and Wellness

At the end of this lesson, participants will be able to accomplish the following:

1. List the components of a wellness policy.
2. Create a plan to improve nutrition in a family child care program.
3. Create a plan to increase opportunities for physical activity in a family child care program.
4. Construct a complete wellness policy for a family child care program.

## Lesson 2: Selecting a Variety of Fruits, Vegetables, and Whole Grains

At the end of this lesson, participants will be able to accomplish the following:

1. Identify the benefits and the importance of selecting a variety of fruits.
2. Identify the benefits and the importance of selecting a variety of vegetables.
3. Identify the benefits and the importance of selecting a variety of whole grains.

## Lesson 3: Cost-Effective Shopping

At the end of this lesson, participants will be able to accomplish the following:

1. Plan nutritious and cost-effective meals.
2. Identify cost saving resources.
3. Identify strategies for cost-effective shopping.

## Lesson 4: Food Safety Fundamentals

At the end of this lesson, participants will be able to accomplish the following:

1. Define “foodborne illness” and list its causes.
2. Demonstrate the practical techniques for keeping food safe.
3. Apply food safety knowledge to grocery shopping and food storage.

## Lesson 5: Mealtime Procedures

At the end of this lesson, participants will be able to accomplish the following:

1. Describe the advantages of family style meals.
2. Identify the four components of family style meals.
3. Describe how to implement family style meals.

## Lesson 6: Food Allergies and Intolerances

At the end of this lesson, participants will be able to accomplish the following:

1. Describe food allergies and the related symptoms.
2. Identify the top nine food allergens listed on food labels.
3. Differentiate between a food intolerance and a food allergy.
4. Create a food allergy policy.

## Lesson 7: Infants and Development

At the end of this lesson, participants will be able to accomplish the following:

1. Describe the relationship between growth and development.
2. Describe the relationship between food and health in infants.
3. Demonstrate best practices for safely feeding infants.

## Ground Rules

ICN has developed Ground Rules to help the training run smoothly and allow all participants to benefit from the course instruction and information. (These Ground Rules can be found on the ICN website—Tools and Tips for Trainers).

# Preparation Checklist

**INSTRUCTIONS:** The following tasks are necessary for presenting this training. Assign each task to a specific person and determine the date by which each task must be completed. Keep track of the progress by recording information on the tracking form and checking off tasks as they are completed.

Task	Person Responsible	Completion Date	√
<p><b>Reserve equipment and gather supplies as needed for use on the day of class (6 weeks prior).</b></p> <p><b>Instructor's Manual and PowerPoint Slides</b></p> <p>Roster of participants attending for instructor</p> <p>Participant sign-in sheets</p> <p><b>List of equipment and supplies needed</b></p> <p>Microphone (preferably wireless)</p> <p>Computer to present slides and/or DVD</p> <p>Projector and cart</p> <p>Screen</p> <p>Wireless slide advancer and laser pointer</p> <p>Chart paper (self-adhesive strip sheets)</p> <p>Painter's tape (do not use masking tape)</p> <p>Markers (chart paper)</p> <p>Pens, pencils, note paper, highlighters, self-adhesive notes, page markers, index cards (each table)</p> <p>Name tags and table tents</p>			
<p><b>Participant's Workbook</b></p> <p>Agenda, roster of presenters and participants, handouts, Pre-/Post-Assessments, and evaluations</p>			

# Training Overview

Welcome and Overview .....	10 minutes
Lesson 1: Health and Wellness .....	60 minutes
Lesson 2: Selecting a Variety of Fruits, Vegetables, and Whole Grains .....	60 minutes
Lesson 3: Cost-Effective Shopping .....	60 minutes
Lesson 4: Food Safety Fundamentals .....	60 minutes
Lesson 5: Mealtime Procedures .....	60 minutes
Lesson 6: Food Allergies and Intolerances .....	60 minutes
Lesson 7: Infants and Development .....	60 minutes

**Total: Approximately 7 hours**

## Introduction-at-a-Glance

Time	Topic	Task	Materials
	Lesson Preparation	Set up classroom for training.	Preparation Checklist
2 minutes	Welcome Introduction of Presenters	Welcome participants to the training.  Introduce instructor(s), special guests, and audience.	
5 minutes	Opening Activity	Guide participants to complete the Opening Activity.	Index Cards (one per participant)  Pens or Pencils (one per participant)
3 minutes	Training Schedule and Overview	Review training schedule and provide an overview of the training.  Provide logistical information about the training facility.	

# Training Introduction

**SAY:**

Welcome and thank you for taking part in the Family Child Care FUNdamentals training. At the end of this training, we will have discussed family child care best practices and steps for creating healthy environments for young children.

**DO:**

Introduce yourself and other special guests.

**SAY:**

Let's take a few minutes to get to know each other.

**DO:**

**(Activity) Opening Activity**

Materials Needed: Index Cards (one per participant) and Pen or Pencil (one per participant)

**Instructions:**

1. Distribute an index card to each participant.
2. Ask participants to write their name on the front of the index card.
3. Ask participants to write two true statements and one untrue statement about themselves on the back of the index card.
4. Ask participants to find someone they do not know. Each person should present their three statements, and the other person should guess which statement is false.
5. Give participants five minutes to complete the activity. Then, let them introduce the other person to the group by telling two things about the person.

**DO:**

Review and provide an overview of the training schedule. Provide logistical information about the training facility, such as the location of the restrooms (if the participants are unfamiliar with the building), and begin the first lesson. If this training is being taught in the 7-hour format, administer the training **Pre-Assessment** prior to beginning Lesson 1.

Collect the Assessments.

## Lesson 1: Health and Wellness

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## Lesson-at-a-Glance

Time	Topic	Activity	Materials
10 minutes	Introduction to the Lesson Current Health Status of Children in the United States Purpose of a Wellness Policy	Lesson 1: Pre-Assessment Introductory Activity	Participant's Workbook
<b>Objective 1: List the components of a wellness policy.</b>			
10 minutes	Components of a Wellness Policy Draft a Wellness Policy: Introduction	Wellness Policy Questions Draft a Wellness Policy	Participant's Workbook
<b>Objective 2: Create a plan to improve nutrition in a family child care program.</b>			
15 minutes	<i>MyPlate</i> Graphic Improving Nutrition in Family Child Care Draft a Wellness Policy: Nutrition SMART Goals	Ms. Shelly's Challenge Draft a Wellness Policy Wellness Policy Questions	Participant's Workbook Chart Paper Markers
<b>Objective 3: Create a plan to increase opportunities for physical activity in a family child care program.</b>			
15 minutes	Increasing Physical Activity in Family Child Care Age-Appropriate Physical Activity Indoor/Outdoor Activities Draft a Wellness Policy: Physical Activity	Age-Appropriate Physical Activities Indoor/Outdoor Activities Draft a Wellness Policy Wellness Policy Questions	Participant's Workbook Chart Paper Markers
<b>Objective 4: Construct a complete wellness policy for a family child care program.</b>			
5 minutes	Draft a Wellness Policy Activity: Follow-Up Statement	Draft a Wellness Policy	Participant's Workbook
<b>Conclusion</b>			
5 minutes	Conclusion	Lesson 1: Post-Assessment	Participant's Workbook
<b>60 minutes</b>			



# Lesson 1: Health and Wellness

## Introduction

### SHOW SLIDE: Lesson 1: Health and Wellness

#### DO:

As participants arrive, have them sign the sign-in sheet and distribute the Participant's Workbook.

#### SAY:

Welcome to Health and Wellness for Family Child Care. Turn to the **Lesson 1: Pre-Assessment** in your Participant's Workbook. You will have 5 minutes to complete the assessment. It is designed to assess your current knowledge. Answer the questions to the best of your knowledge.

#### DO:

Ask the participants to place an identifier on the top right corner of the page. State the same identifier will be used at the conclusion of the lesson on the **Lesson 1: Post-Assessment**. The identifier should be something simple and easily remembered by the participants. Give participants 5 minutes to complete the pre-assessment. Collect completed pre-assessments before beginning the lesson. (The **Answers to the Lesson 1: Pre-/Post-Assessment** can be found at the end of the lesson in the Instructor's Manual and in the Appendix of the Participant's Workbook.)

#### SAY:

Please find in your Participant's Workbook the Health and Wellness Note Page. You can use the Note Page to take notes as we go through the lesson.

### SHOW SLIDE: Health Status of Children in the United States

#### SAY:

Let's start by discussing why health and wellness should be an important part of family child care. There are many alarming concerns about children's health today. An increasing number of American children are overweight or obese, and the percentage has tripled in the past 30 years.

- These children may face many health problems, including asthma, sleep apnea, diabetes, and hypertension.
- Overweight and obese children often have lower self-esteem, which can lead to social and academic problems.
- Obese children are more likely to become obese adults.
- Children's diets are low in fruits and vegetables and high in fat, salt, and sugar.
- Many children do not get the recommended amount of physical activity each day.

“Individuals may become overweight or obese by regularly consuming more calories than they burn.” Often, overweight and obese children take in more calories than they need, and then do not get enough physical activity to burn the extra calories. Those extra calories often come from empty calorie foods that are high in fat or sugar, and lack important nutrients.

Today, we’re going to discuss how you can make your family child care program a place where children learn and practice healthy habits at a young age.

**DO:**  
**(Workbook Activity) Introductory Activity**

**Materials Needed:** **Introductory Activity** worksheet in the Participant’s Workbook.

**SAY:**  
Turn to the **Introductory Activity** worksheet in your Participant’s Workbook. Think about things you have done in your family child care program to improve child wellness and list them on the worksheet. Remember to include nutrition (healthy foods you serve) and physical activity (what you do to get the children moving). These can be things that you do on a regular basis or things that you have tried only a few times.

**DO:**  
Give participants 3-5 minutes to complete their lists and ask for volunteers to share their answers.

**SHOW SLIDE: Activities for Improving Child Wellness**

**SAY:**  
It sounds like many of you are doing some great activities to improve wellness. As I read the next five questions, think about how it applies to your family child care program.

- Do you consistently practice the activities you listed for improving child wellness?
- Do you seek out ways to improve child wellness?
- Do you develop a written plan for carrying the ideas out?
- If you have staff, do you communicate your commitment to child wellness?
- Do parents know what your family child care program does to promote child wellness?

**SHOW SLIDE: Purpose of a Wellness Policy**

**SAY:**  
Hopefully thinking about those questions helped you consider the importance of a written wellness policy for your family child care program. A wellness policy can help you create a healthy environment by writing down goals and action steps for your family child care program. A written policy can help remind you, as well as staff, parents, or caregivers, of your goals to keep children healthy. The purpose of a wellness policy is to create an environment that consistently supports children’s health and learning by:

- providing clear and consistent messages that explain and reinforce healthy eating and physical activity habits,
- helping children learn to make healthy lifestyle choices,

- providing developmentally appropriate nutrition,
- providing daily opportunities for developmentally appropriate physical activity,
- helping new staff learn about the responsibilities and expectations of your program,
- supporting families in understanding and promoting healthy habits, and
- prompting you to review program practices and make sure that policies are being followed.

You can use your wellness policy in your program handbook, or include key goals from the policy in your program description, advertisements, and other materials to show what you are doing to promote health and wellness. This will show your commitment to young children.

## Objective 1: List the components of a wellness policy.

### SHOW SLIDE: Parts of a Wellness Policy

#### SAY:

A wellness policy does not have to be complex, but it should include steps you wish to take in your family child care program to keep children healthy. A wellness policy for your family child care program could include the following parts:

- Introduction
- Nutrition goals
- Physical activity goals
- Follow-up

During this lesson, you will write a wellness policy for your family child care program. We will talk about each section of a wellness policy and draft a policy unique to your program. At the end of the lesson, you will have a complete wellness policy. There is a **Sample Wellness Policy** in your Participant's Workbook to help you begin to consider your own ideas and beliefs.

Although many things affect the health and wellness of children, today we will only include nutrition and physical activity components in the wellness policy. If you want to add other health and wellness sections to your policy, such as information on oral hygiene or safety, you can use the same process to address additional topics.

### SHOW SLIDE: Sample Introduction

#### SAY:

We will start by writing an introduction. In your introduction, explain why you are writing the policy and how it will improve your child care environment. Look at the sample policy. For example, your introduction statement could say, "The health and wellness of children is a national concern. By offering healthier foods and scheduling more physical activity in my family child care program, I will encourage children to adopt healthy habits."

#### ASK:

If this were your introduction, what other ideas could you add to make this unique for your program?

### FEEDBACK:

Possible answers include the following:

- I have noticed that many families in my community do not have healthy nutrition or physical activity habits.
- I am concerned for the health of the children in my care.
- Exposing children to healthier habits may encourage their families to adopt those habits. This will improve the health of more families in my community.
- Normal weight children have a lower risk than overweight children of developing many health problems, such as high blood pressure, asthma, and diabetes.

### DO:

#### (Workbook Activity) Wellness Policy Questions and Draft a Wellness Policy

**Materials Needed:** **Wellness Policy Questions** worksheet and **Draft a Wellness Policy** worksheet in the Participant's Workbook; **Wellness Policy Questions Answer Key** and **Draft a Wellness Policy Answer Key** in the Supporting Documents section of the Instructor's Manual.

### SAY:

Turn to the **Wellness Policy Questions** worksheet in your Participant's Workbook. These questions will help you create a wellness policy for your family child care program. We will write the policy in sections as we discuss related topics. First, take a few minutes to answer the questions. They will help you write an introduction to your wellness policy.

**Instructor's Note:** A **Wellness Policy Question Answer Key** is provided in the Supporting Documents section at the end of the lesson. The activity will be completed in sections throughout the lesson. After each wellness policy topic is discussed, give participants time to write that section of their policy. The script will guide you through the process.

There are many ways to answer the questions. Guide participants to answer the questions according to the needs of their particular family child care programs, so they can create their own wellness policies.

### DO:

Give participants 3 minutes to answer the first two questions on the **Wellness Policy Questions** worksheet.

1. Why do you need a wellness policy?
2. How will it improve your child care program?

### ASK:

Why do you need a wellness policy, and how will it improve your family child care program?

### FEEDBACK:

Possible answers include the following:

Question 1: I saw on the news that childhood obesity is a growing problem, and I am worried about the children in my care.

Question 2: Active children with good eating habits are usually healthier.

**SAY:**

Now, turn to the **Draft a Wellness Policy** worksheet in your Participant's Workbook and complete the introduction section. Use your answers to questions 1 and 2 to write your introduction. The introduction should state why you are writing a policy, and how it will improve your program. Please take a few minutes to draft your introduction.

**DO:**

Give participants 3 minutes to write this section of their wellness policy and offer guidance as needed.

**ASK:**

Would anyone like to share his or her introduction statement?

**FEEDBACK:**

A possible answer could be:

Childhood overweight and obesity are big problems in the U.S. I hope to improve the health of the children in my care by improving the nutrition and physical activity environment in my family child care program.

## Objective 2: Create a plan to improve nutrition in a family child care program.

**SHOW SLIDE: MyPlate****SAY:**

Now, let's move on to some information that will help you create your nutrition goals. As we talk about creating goals, keep in mind which ideas might work in your family child care program.

It is important to serve healthy foods to the children in your care. There are several guides available to help you make good choices. The USDA's graphic, *MyPlate*, is a tool that provides basic nutrition guidance and is based on the *2010 Dietary Guidelines for Americans*. You can find a copy of the **MyPlate** handout in your Participant's Workbook.

**ASK:**

By a show of hands, how many are familiar with *MyPlate*?

**SAY:**

*MyPlate* illustrates the five food groups that are the building blocks of a healthy diet using a familiar image—a place setting for a meal. Half of your plate (or half of your food throughout the day) should be fruits and vegetables. Grains should make up the next highest amount of the food you eat.

**SHOW SLIDE: MyPlate and CACFP****SAY:**

It's important to note that food groups in *MyPlate* differ from those in the CACFP meal patterns. For instance, yogurt is in *MyPlate*'s dairy group, but it is considered a meat alternate in the CACFP meal patterns. Be familiar with the principles of balance and variety in *MyPlate*, but use the CACFP meal patterns to plan menus.

**SHOW SLIDE: Use MyPlate as a Guide****SAY:**

For example, you can use *MyPlate* as a guide to make healthy choices within the CACFP meal patterns. There are several foods that are great choices to include in healthy meals that meet CACFP meal pattern requirements.

- Fruits - Whole fruit or 100% fruit juice are good choices. Fruits may be fresh, canned, or frozen and may be whole, cut up, or pureed. Avoid canned fruit in heavy syrup.
- Vegetables - All vegetables are good choices but be sure to include dark green and red and orange vegetables as well as beans, peas, and lentils each week.
- Grains - Look for breads, cereals, and pastas labeled "100% whole grain," and check ingredient lists for "whole grain wheat flour" or "whole wheat flour" listed as the first ingredient.
- Fluid milk - Choose unflavored whole milk for 1 year olds and unflavored low fat (1%) or fat free (skim) for children 2 years and older; expressed breast milk may be served to children of any age.
- Meats/meat alternates - Choose lean cuts of meat, which have a lower percentage of fat (look for at least 90% lean ground beef) and less visible marbling (e.g., pork tenderloin or top sirloin). Limit processed meats that are high in sodium, such as lunch meat or hot dogs. You can also choose beans, peas, lentils, peanut butter, or low-fat yogurt for healthy meat alternate options.

As you select food, work to reduce fat, added sugar, and sodium (salt) in your meals. The best way to do this is to look for fresh ingredients and make more items from scratch, instead of choosing pre-packaged items. In addition, try offering fresh fruit more often as a sweet ending to meals or for snacks instead of foods high in fat, added sugar, and sodium (salt).

**SHOW SLIDE: Offer a Variety of Healthy Foods****SAY:**

By offering a variety of healthy foods, you set the standard for good nutrition. Offer foods with different colors, textures, and flavors at each meal.

**SHOW SLIDE: Healthy Plate****SAY:**

For example:

- Offer a variety of fruits and vegetables throughout the week.
- Make sure each plate includes foods of at least three different colors (such as baked chicken, green beans, and peaches instead of baked chicken, brown rice, and canned pears).
- Balance flavors by serving mildly flavored foods with strongly flavored foods (such as serving teriyaki chicken, kiwi, brown rice, and milk).



**SHOW SLIDE: Developing Healthy Eating Habits****SAY:**

As you start making changes in the foods you serve, keep in mind these guidelines for developing healthy eating habits.

**Set a good example.** Make sure the children see you eating a variety of healthy foods. Try new foods with the children. Be aware that what you say has an impact on developing healthy eating habits.

**Start small.** Introduce small portions of new, nutritious foods during meals and snacks for children to sample. During meals, give them a small amount to taste at first and encourage them to try it. Keep in mind that it may take 10 to 15 exposures for a child to become familiar with a new food.

**Help children know when they have had enough.** Children, who “listen” to their own fullness cues, stop eating when they feel full and are less likely to become overweight. Allow children to stop eating when they feel full, even if you think they are not full. Forcing children to eat can have long-term negative consequences. Being pressured to eat a food can lead to dislike of the food.

**Follow a meal and snack schedule.** Regularly scheduled meals and snacks help children learn structure for eating. Children are more likely to eat healthy meals and try new foods if snacks are not offered too close to mealtime.

**Let children help in the kitchen.** Depending on their ages, children can:

- wash fruits and vegetables,
- tear lettuce leaves,
- mix foods, and
- pour cold liquids.

**DO:****(Workbook Activity) Ms. Shelly’s Challenge**

**Materials Needed:** **Ms. Shelly’s Challenge** in the Participant’s Workbook and **Ms. Shelly’s Challenge Answer Key** in the Supporting Documents section of the Instructor’s Manual.

**SAY:**

Turn to **Ms. Shelly’s Challenge** in your Participant’s Workbook. Ms. Shelly is a new family child care provider with eight children enrolled in her program. She has very little knowledge on how to assist children in developing healthy eating habits. Read each challenge, and list the guideline(s) that Ms. Shelly can use to solve her challenges.

**DO:**

Give the participants 5 minutes to complete the worksheet. Then, ask for volunteers to solve each challenge.

**Instructor’s Note:** Use the answers below or the **Ms. Shelly’s Challenge Answer Key** in the Supporting Documents section to provide feedback to participants.

## FEEDBACK:

### Challenge 1:

1. Set a good example.
2. Start small.

### Challenge 2:

1. Help children know when they have had enough.
2. Follow a meal and snack schedule.

### Challenge 3:

1. Let children help in the kitchen.
2. Start small.

## SHOW SLIDE: SMART Goals

### SAY:

Now that we have talked about several nutrition topics, we are going to work on the nutrition goals section of our wellness policy.

When establishing goals, it is wise to select some goals that are easy to accomplish and some that are more difficult. Goals that make small changes in your current practices will be easier than goals that require complex change. Goals should be “SMART,” which is an acronym for words that help you create successful goals.

- **Specific** goals should be clear so that you know exactly what should be done.
- **Measurable** goals should specify a concrete way to measure progress.
- **Achievable** goals are challenging but still attainable.
- **Realistic** goals are doable or capable of being accomplished.
- **Timely** goals have a timeline/timeframe that gives enough time for goals to be achieved, but not so much time that goals lose momentum.

## SHOW SLIDE: Examples of Nutrition Goals

### SAY:

Look at the **Sample Wellness Policy** in your Participant’s Workbook. Examples of nutrition goals could be:

1. I will offer three different fruits and/or vegetables to the children each day.
2. I will prepare meals from scratch, at least twice a week.

**Instructor’s Note:** Allow participants to volunteer to add additional ideas for nutrition goals. Make sure answers align with the principles outlined during the discussion of SMART goals.

## FEEDBACK:

Sample nutrition goals include:

- I will offer a brightly colored fruit or vegetable, such as broccoli, spinach, or oranges at each meal.
- I will prepare one healthy meal or snack with the children each week.

**DO:****(Workbook Activity) Draft a Wellness Policy (continued)**

**Materials Needed:** **Wellness Policy Questions** worksheet, **Draft a Wellness Policy** worksheet, and **Nutrition Policy Ideas** handout in the Participant's Workbook; **Wellness Policy Questions Answer Key** in the Supporting Documents section of the Instructor's Manual.

**Instructor's Note:** This is a continuation of the **Draft a Wellness Policy** activity that the participants started earlier in the lesson. In this section, they will write nutrition goals. For a completed example of this activity, see the **Wellness Policy Questions Answer Key** in the Supporting Documents section at the end of this lesson. There are many ways to answer the questions. Guide participants to answer the questions according to the needs of their particular family child care programs, so they can create their own wellness policies.

**SAY:**

Answer question 3 on your **Wellness Policy Questions** worksheet.

How can you encourage healthier eating habits in your family child care program?

**DO:**

Give participants 3 minutes to answer the question, and offer guidance as needed.

**SAY:**

Use your answers to question 3 to write your nutrition goals on the **Draft a Wellness Policy** worksheet. Please make sure they are specific and clear so that you know exactly what should be done. For additional help in writing your nutrition goals, you can refer to the **Nutrition Policy Ideas** handout in your Participant's Workbook.

**Instructor's Note:**

You can discuss the list of ideas together as a class, or let the participants read them on their own. Also point out that this list appears on the **Nutrition Policy Ideas** handout, which can be used to keep track of dates on which participants try different ideas.

**FEEDBACK:**

- Offer fresh, frozen, or canned fruit at least two times a day.
- Offer fresh, frozen, or canned vegetables at least two times a day. Offer dark green, red and orange vegetables, and beans, peas, and lentils each week.
- Choose healthy proteins: lean meats, fish, poultry, nut or seed butters, or eggs at least once a day.
- Offer whole grain foods at least twice a day.
- Limit foods high in sugar and sodium (salt).
- Make drinking water visible and available for children to serve themselves, both indoors and outdoors.
- Offer 100% fruit juice two times a week or less. Remove sugary drinks from the menu.
- Serve unflavored low-fat (1%) or fat-free (skim) fluid milk to children 2 years of age or older. Serve unflavored whole milk to 1 year olds.
- Use a cycle menu of three weeks or more that changes with the seasons.
- Include a combination of both new and familiar foods on the menus.

- Include foods from a variety of cultures on the menus.
- Do not use screen media during mealtimes.
- Use USDA standardized recipes to plan and prepare menus.

**DO:**

Give participants 3 minutes to write their nutrition goals and offer guidance as needed.

**Objective 3: Create a plan to increase opportunities for physical activity in a family child care program.**

**SHOW SLIDE: Structured and Unstructured Physical Activity**

**SAY:**

Next, we will move on to information that will help you write the physical activity portion of your wellness policy.

Physical activity provides many benefits. Being active and mastering new skills gives children a sense of accomplishment. An active lifestyle lowers the risk of several diseases, such as heart disease, hypertension, diabetes, and some types of cancer. Physical activity can also promote mental health.

All family child care programs should promote physical activity on a daily basis. Vary activities between structured physical activities (i.e., led by the adult caregiver) and unstructured physical activities (i.e., free play) led by children. Let's talk about appropriate physical activities for infants and children of various ages.

1. Infants (Birth to 12 months): Infants should be placed in safe settings that encourage regular movement (for example, on a blanket with a few safe toys just out of reach). Be sure to include tummy time as well.
2. Toddlers (1-2 years old): Provide 30 minutes of structured physical activity per day and at least 60 minutes (and up to several hours) of unstructured physical activity.
3. Preschoolers (3-5 years old): Provide 60 minutes of structured physical activity per day, and at least 60 minutes (and up to several hours) of unstructured physical activity.

Toddlers and preschoolers should not be sedentary (watching TV, etc.) for more than 60 minutes at a time unless they are sleeping.

Remember that active play time does not have to occur in a single session. Short bursts of activity work well for young children. For example, you could plan for 15 minutes of dancing before naptime and 20 minutes of free play on the playground before lunch.

**SHOW SLIDE: Physical Activity**

**SAY:**

Both structured and unstructured physical activity should consist of a variety of moderate and vigorous activities. Moderate and vigorous physical activity will make children breathe harder and make their hearts beat faster than when they are not active.

### Examples of Moderate Physical Activity

- Walking briskly
- Playing on outdoor play equipment, swinging, and climbing
- Playing hopscotch, four square, and yoga

### Examples of Vigorous Physical Activity

- Running, jogging, skipping, fast-walking, and hiking quickly up a hill
- Running games
- Jumping rope, doing jumping jacks, jumping games, and playing kick ball

#### DO:

#### (Workbook Activity) Age-Appropriate Physical Activities

**Materials Needed:** **Age-Appropriate Physical Activities** worksheet in the Participant's Workbook, **Age-Appropriate Physical Activities Answer Key** in the Supporting Documents section of the Instructor's Manual.

#### SAY:

In addition to knowing the time recommendations for physical activity for each age group, it is important that you know the appropriate ages for different physical activities. For example, a game of hopscotch would be appropriate for preschoolers, but too difficult for toddlers. You can help children be more physically active and fit by providing a wide range of safe and developmentally appropriate opportunities for movement. Turn to the **Age-Appropriate Physical Activities** worksheet in your Participant's Workbook.

#### DO:

Have the participants read the instructions for the worksheet and then have them complete it. Participants can work alone or in small groups. Give the participants 5 minutes to complete the worksheet and review the answers together.

#### DO:

#### (Workbook Activity) Indoor/Outdoor Activities

**Material Needed:** **Indoor/Outdoor Activities** worksheet in the Participant's Workbook and **Indoor/Outdoor Activities Answer Key** in the Supporting Documents section of the Instructor's Manual.

#### SAY:

Children should be active both indoors and outdoors. Knowing about appropriate activities for children in both environments can help you to plan for physical activity each day. It is especially important to learn about indoor activities to keep the children moving when there is inclement weather.

#### DO:

Divide the participants into partners or small groups. Instruct them to turn to the **Indoor/Outdoor Activities** worksheet in their Participant's Workbook. Allow the groups 5 minutes to complete the worksheet. Review the answers as a group. Ask participants to share their ideas for using the items listed to promote physical activity.

## SHOW SLIDE: Examples of Physical Activity Goals

### SAY:

You've learned about improving the health environment in your child care by focusing on physical activity. Now we will work on the physical activity goals for your wellness policy. These goals should be specific and clear, so that you know exactly what should be done. Again, let's look at the **Sample Wellness Policy** handout in your Participant's Workbook.

Examples of physical activity goals include:

1. Children will be provided at least 60 minutes of outside free play each day.
2. Children will participate in structured physical activity each day.

### ASK:

What are some other physical activity goals?

### DO:

Give participants 3 minutes to answer the question and offer guidance as needed. Make sure answers are specific and measurable.

### FEEDBACK:

Possible answers include::

- Children will play an active indoor game every day for 30 minutes.
- Children will be provided at least 60 minutes of outside free play every day.

### DO:

#### (Workbook Activity) Draft a Wellness Policy (continued)

**Materials Needed:** **Wellness Policy Questions** worksheet and **Draft a Wellness Policy** worksheet in the Participant's Workbook, **Wellness Policy Questions Answer Key** and **Draft a Wellness Policy Answer Key** in the Supporting Documents section of the Instructor's Manual.

**Instructor's Note:** This is a continuation of the **Draft A Wellness Policy** activity that the participants started earlier in the lesson. In this section, they will write their physical activity goals. For a completed example of this activity, see the **Draft a Wellness Policy Answer Key** in the Supporting Documents section. There are many ways to answer the questions. Guide participants to answer the questions according to the needs of their particular family child care programs, so they can create their own wellness policies.

### SAY:

Answer question 4 on your **Wellness Policy Questions** worksheet.

How can you encourage the children in your care to be more physically active?

### DO:

Give participants 3 minutes to answer the question and offer guidance as needed. Make sure answers are specific and measurable.

**SAY:**

Use your answers to question 4 to write your physical activity goals. Please make sure they are specific and clear, so that you know exactly what you will do to accomplish the goals. You can use the **Physical Activity Ideas** worksheet in your Participant's Workbook to help you create your policy. You may also want to include information about water availability, appropriate clothing and footwear, sunscreen use, and other safety issues related to physical activity.

**Instructor's Note:** You can read the list of ideas from the **Physical Activity Ideas** handout together as a class or let the participants read them on their own.

**FEEDBACK:****Structured Play Activities**

- Create an obstacle course with pillows, open boxes, and toy hoops for tumbling, crawling, and jumping.
- Set up relay races or jumping games. Dance to music or sing songs that relate to the weekly curriculum theme (e.g., parts of the body, fruits and vegetables, or colors).
- Incorporate noncompetitive games where all children play, instead of games where children wait to play or must be picked to participate.
- Set up a toy hoop game. With all children standing in a single file line, give the first child in the line one toy hoop to hold over his or her head. Instruct children to pull the toy hoop down over their bodies to the floor, step out of it, and give the hoop to the next person in line.
- Act out movements and sounds of different animals. For example, children can hop like a rabbit, jump like a kangaroo, or waddle like a duck.
- Teach children math, science, and language concepts through games involving movement. For example, children can learn to count by tossing bean bags into a bowl.
- Plan a "movement parade." March around the room or outside, while calling out different movements children can do, such as hop, skip, leap, twirl, twist, jump, and stomp.
- Play musical movement games, such as "Head, Shoulders, Knees, and Toes," "Hokey Pokey," and "If You're Happy and You Know It."

**Unstructured Play Activities**

- Place pool noodles, beach balls, and toy hoops in a designated area to encourage creative play.
- Have several different types of balls available.
- Allow children time inside and/or outside on a play structure.
- Place pillows, open boxes, and toy hoops in the children's play area.

**DO:**

Give participants 3 minutes to write their physical activity goals and offer guidance as needed.

## Objective 4: Construct a complete wellness policy for a family child care program.

### SHOW SLIDE: Sample Follow-up Statement

#### SAY:

Now that we have set nutrition and physical activity goals, you should make a plan to follow up on your goals and monitor your progress. It may make sense to do this when you are completing routine paperwork, such as when you are submitting your meal count records for CACFP. If you notice that some of your goals need updating, you can do this as well. Here is the follow-up statement from the sample policy:

“I will review my wellness policy goals when I submit my meal count numbers for CACFP each month. I will check my progress on the goals and consider how I can keep meeting them or improve them.”

#### DO:

### (Workbook Activity) Draft a Wellness Policy (continued)

**Materials Needed:** **Wellness Policy Questions** worksheet and **Draft a Wellness Policy** worksheet in the Participant’s Workbook, **Wellness Policy Questions Answer Key** and **Draft a Wellness Policy Answer Key** in Supporting Documents section of the Instructor’s Manual.

**Instructor’s Note:** This is the final part of the wellness policy that the participants are drafting. A **Wellness Policy Questions Answer Key** is provided in the Supporting Documents section of the Instructor’s Manual. There are many ways to answer the questions. Guide participants to provide answers for their family child care program, so they can create their own wellness policies.

#### SAY:

You have almost completed your wellness policy. Answer question 5 of your **Wellness Policy Questions** worksheet to explain how you can follow up with this policy.

#### DO:

Give participants 3 minutes to answer this question and offer guidance as needed.

#### SAY:

Use your answer to question 5 to draft a follow-up plan for your wellness policy.

How can you track your progress?

#### DO:

Give participants 3 minutes to write this section of their wellness policy and offer guidance as needed.

#### SAY:

Congratulations! You just wrote a wellness policy for your family child care program. Now, you have goals, a plan to reach them, and a plan to evaluate them so you can improve child wellness in your family child care program.



## Conclusion

### SHOW SLIDE: Questions

#### SAY:

I hope your participation in this lesson prepares you to encourage healthier habits in your family child care program. Are there any questions before we complete the post-assessment? Please take a few minutes to do the **Lesson 1: Post-Assessment** in your Participant's Workbook. Remember to add the same identifier to the top right corner of the assessment.

#### DO:

Give participants 5 minutes to take the **Lesson 1: Post-Assessment**. Ask participants to score their own assessments as you review the correct answers using the **Answers to the Lesson 1: Pre-/Post-Assessment**. Collect the assessments.



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# Health and Wellness Note Page

**INSTRUCTIONS:** Use the note page to take notes you may find useful in your family child care program.

**Introduction:**

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**Objective 1:** List the components of a wellness policy.

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**Objective 2:** Create a plan to improve nutrition in a family child care program.

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**Objective 3:** Create a plan to increase opportunities for physical activity in a family child care program.

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**Objective 4:** Construct a complete wellness policy for a family child care program.

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**Conclusion:**

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## Introductory Activity

**INSTRUCTIONS:** In the space provided below, write a list of things you have done in your family child care program to improve child wellness. Remember to include nutrition (such as healthy foods you serve) and physical activity (such as what you do to get the kids moving). These can be things that you do regularly or things that you have tried only a few times.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

When you have finished your list, think about these questions:

- Do you consistently practice the activities you listed for improving child wellness?
- Do you seek out ways to improve child wellness?
- Do you develop a written plan for carrying the ideas out?
- If you have staff, do you communicate your commitment to child wellness to them?
- Do parents know what your family child care program does to promote child wellness?

## Sample Wellness Policy

### **Introduction:**

The health and wellness of children is a national concern. By offering healthier foods and scheduling more physical activity in my family child care program, I will encourage children to adopt healthy habits.

### **Nutrition Goals:**

1. I will offer three different fruits and/or vegetables to the children each day.
2. I will prepare meals from scratch, at least twice a week.

### **Physical Activity Goals:**

1. Children will be provided at least 60 minutes of outside free play each day.
2. Children will participate in structured physical activity each day.

### **Plan for Follow-Up:**

I will review my wellness policy goals when I submit my meal count numbers for CACFP each month. I will check my progress on the goals and consider how I can keep meeting them or improve them.



# Wellness Policy Questions

**INSTRUCTIONS:** Answer the questions as directed throughout the lesson by the instructor.

1. Why do you need a wellness policy?

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2. How will it improve your child care program?

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3. How can you encourage healthier eating habits in your family child care program?

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4. How can you encourage the children in your care to be more physically active?

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5. How can you track your progress?

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# Wellness Policy Questions Answer Key

**Instructor's Note:** There are many correct answers to these questions. Below are sample answers that you could share to help participants.

**INSTRUCTIONS:** Please take a few minutes to answer the following questions.

1. Why do you need a wellness policy?

**I saw on the news that childhood obesity is a growing problem, and I am worried about the children in my care.**

2. How will it improve your child care program?

**Active children with good eating habits are usually healthier.**

3. How can you encourage healthier eating in your family child care program?

**Increase the children's exposure to fruits and vegetables.**

**Offer water between meals.**

4. How can you encourage the children in your care to be more physically active?

**Play more games during outdoor play.**

**Turn off the TV and computer.**

**Incorporate movement into morning and afternoon activity times.**

5. How can you track your progress?

**Make a checklist to manage each goal daily, with room to make notes as needed. Review these items monthly and adjust the policy as needed.**

# Draft a Wellness Policy

**INSTRUCTIONS:** Using the answers from the previous page, write your own wellness policy. (You can also use the Sample Wellness Policy in your Participant's Workbook as a guide.)

## Introduction:

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## Nutrition Goals:

1. 

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2. 

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## Physical Activity Goals:

1. 

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2. 

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## Plan for Follow-Up:

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# Draft a Wellness Policy Answer Key

**Instructor's Note:** There are many correct answers the participants could use in creating their wellness policy. Below are sample answers that you could use to help the participants.

**INSTRUCTIONS:** Using your answers to the Wellness Policy Questions and the Sample Wellness Policy, write a wellness policy.

## **Introduction:**

Childhood overweight and obesity are big problems in the U.S. I hope to improve the health of the children in my care by improving the nutrition and physical activity environment in my family child care home.

## **Nutrition Goals:**

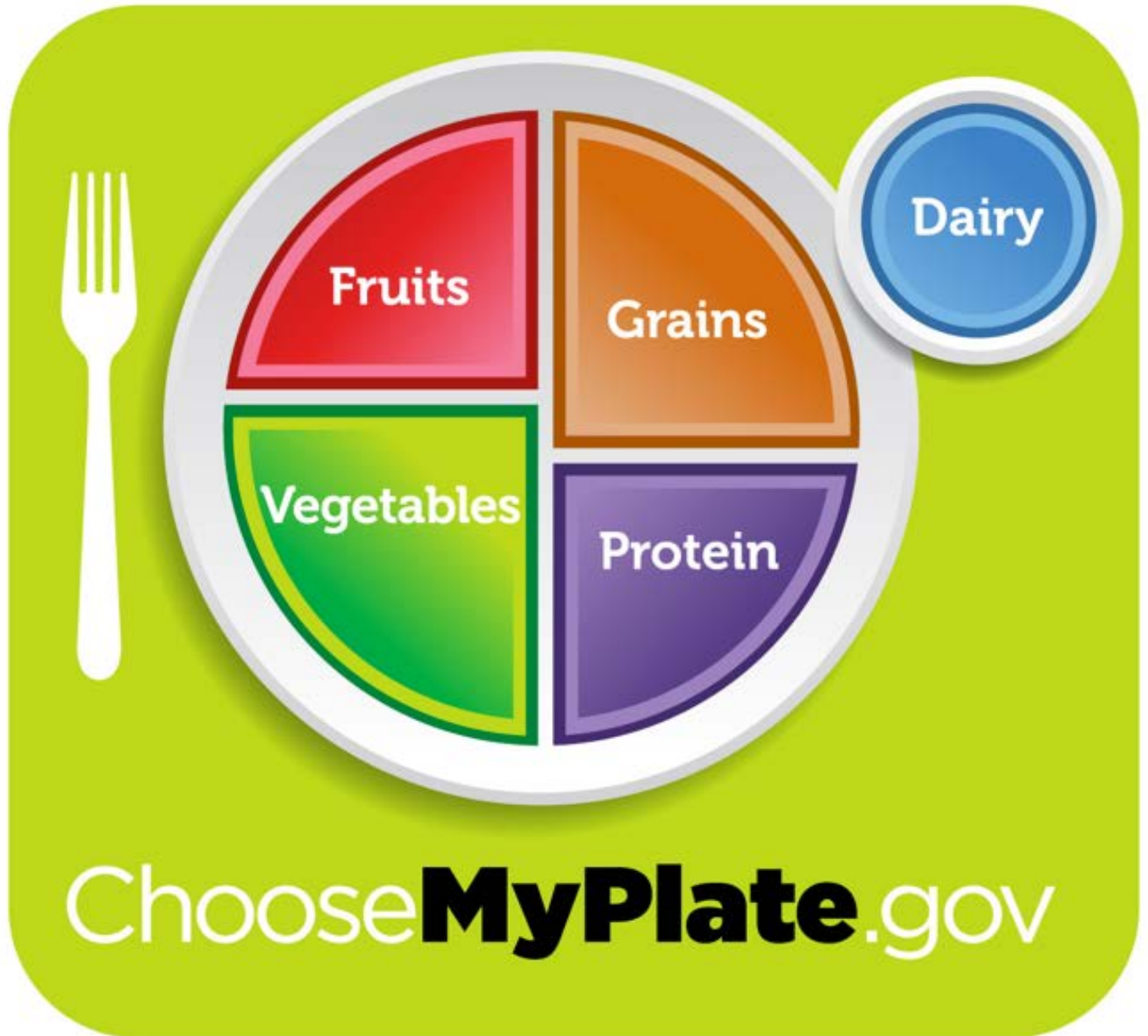
1. I will offer three different vegetables to the children over the course of each day.
2. I will make healthy food from scratch to decrease fat and sodium (salt).

## **Physical Activity Goals:**

1. I will limit screen time for the children in my care.
2. I will incorporate music and movement breaks into the daily schedule.

## **Plan for Follow-Up:**

I will make a checklist to manage each goal daily, with room to make notes as needed. I will review these items monthly and adjust the policy as needed.





# Ms. Shelly's Challenge

**INSTRUCTIONS:** Ms. Shelly is a new family child care provider with eight children enrolled in her program. Ms. Shelly has very little knowledge on how to assist children in developing healthy eating habits. Read each challenge and list the guideline(s) that Ms. Shelly can use to solve her challenges.

## Guidelines:

**Set a good example.**

**Start small.**

**Help children know when they have had enough to eat.**

**Follow a meal and snack schedule.**

**Let children help in the kitchen.**

**Challenge 1:** Ms. Shelly has three children who are picky eaters. One child only eats green foods, while another child only eat fruits. What can Ms. Shelly do to encourage children to try new foods?

1. \_\_\_\_\_
2. \_\_\_\_\_

**Challenge 2:** Sometimes Ms. Shelly serves lunch at 11:30 a.m. and other times she serves lunch at 12:30 p.m. She allows children 15 minutes to eat their food. Many children grow frustrated and fail to finish their food. What can Ms. Shelly do differently to promote an enjoyable mealtime?

1. \_\_\_\_\_
2. \_\_\_\_\_

**Challenge 3:** Ms. Shelly invited a local farmer to her family child care home to talk about fruits and vegetables. Unfortunately, the local farmer became sick and was unable to visit with the children. Ms. Shelly has very little knowledge about fruits and vegetables. What can Ms. Shelly do to teach children about fruits and vegetables?

1. \_\_\_\_\_
2. \_\_\_\_\_

# Ms. Shelly's Challenge Answer Key

**Instructor's Note:** *There are many correct answers the participants could use in completing this worksheet. Below are sample answers that you could use to help the participants.*

**INSTRUCTIONS:** Ms. Shelly is a new family child care provider with eight children enrolled in her program. She has very little knowledge on how to assist children in developing healthy eating habits. Read each challenge, and list the guideline(s) that Ms. Shelly can use to solve her challenges.

## Guidelines:

**Set a good example.**

**Start small.**

**Help children know when they have had enough to eat.**

**Follow a meal and snack schedule.**

**Let children help in the kitchen.**

**Challenge 1:** Ms. Shelly has three children who are picky eaters. One child only eats green foods, while another child only eats fruits. What can Ms. Shelly do to encourage children to try new foods?

1. Set a good example.
2. Start small.

**Challenge 2:** Sometimes Ms. Shelly serves lunch at 11:30 am and other times she serves lunch at 12:30. She allows children 15 minutes to eat their food. Many children grow frustrated and fail to finish their food. What can Ms. Shelly do differently to promote an enjoyable mealtime?

1. Help children know when they have had enough to eat.
2. Follow a meal and snack schedule.

**Challenge 3:** Ms. Shelly invited a local farmer to her family child care home to talk about fruits and vegetables. Unfortunately, the local farmer became sick and was unable to visit with the children. Ms. Shelly has very little knowledge about fruits and vegetables. What can Ms. Shelly do to teach children about fruits and vegetables?

1. Let children help in the kitchen.
2. Start small.



## SMART Goals

**S**pecific goals should be clear so that you know exactly what should be done.

**M**easurable goals should specify a concrete way to measure progress.

**A**chievable goals are challenging but still attainable.

**R**ealistic goals are doable.

**T**imely goals have a timeline that gives enough time for goals to be achieved, but not so much time that goals lose momentum.



## Nutrition Policy Ideas

**INSTRUCTIONS:** Use this chart to keep track of the nutrition changes you are making in your family child care program.

Nutrition Policy Tasks	Date
Offer fresh, frozen, or canned fruit at least two times a day.	
Offer fresh, frozen, or canned vegetables at least two times a day. Offer dark green, red and orange vegetables, and beans, peas, and lentils each week.	
Choose healthy proteins: fish, eggs, poultry, lean meats, or nut or seed butters at least once a day.	
Offer high fiber, whole grain foods at least twice a day.	
Limit foods high in sugar and sodium (salt).	
Make drinking water visible and available for children to serve themselves, both indoors and outdoors.	
Offer 100% fruit juice two times a week or less. Remove sugary drinks from the menu.	
Serve unflavored low-fat (1%) or fat-free (skim) fluid milk to children 2 years of age or older. Serve unflavored whole milk to 1 year olds.	
Use a cycle menu of three weeks or greater that changes with the seasons.	
Include a combination of both new and familiar foods on the menus.	
Include foods from a variety of cultures on the menus.	
Do not use screen media during mealtimes.	
Use USDA standardized recipes to plan and prepare menus.	

## Age-Appropriate Physical Activities

**INSTRUCTIONS:** Read the list of physical activities, thinking about whether each activity would be most appropriate for infants, toddlers, or preschoolers. Place the number corresponding with each activity in the box under the age category for which it would be most appropriate. The first blank is completed as an example.

Age Category	Infants (Birth to 12 months)	Toddlers (1-2 years)	Preschoolers (3-5 years)
Age-Appropriate Physical Activities	1, ____, and ____	____ and ____	____ and ____

### List of Physical Activities

1. Place a child on his or her tummy. Roll brightly colored soft play balls nearby.
2. Use yoga positioning cards to have children practice different balancing poses.
3. Distribute favorite toys across the room and encourage children to get to the toys by crawling, cruising, or walking.
4. Cut out pictures of different animals and place them in a bag. Ask one child to pick one picture out of the bag. Have the child move like the chosen animal and have the other children guess what animal it is.
5. Touch a toy to the infant's hands every day to encourage grabbing.
6. Have children play with toys that can be pushed or pulled.



## Age-Appropriate Physical Activities Answer Key

**Instructor's Note:** Answers to the activity appear in the chart below. Also, “infants,” “toddlers,” or “preschoolers” appears after each item in the list to indicate for which age category the activity is appropriate.

**INSTRUCTIONS:** Read through the list of physical activities, thinking about whether each activity would be most appropriate for infants, toddlers, or preschoolers. Place the number corresponding with each activity in the box under the age category for which it would be most appropriate. Number 1 is completed as an example.

Age Category	Infants (Birth to 12 months)	Toddlers (1-2 years)	Preschoolers (3-5 years)
Age-Appropriate Physical Activities	1, 3, and 5	3 and 6	2 and 4

### List of Physical Activities

1. Place a child on his or her tummy. Roll brightly colored soft play balls nearby. (infants)
2. Use yoga positioning cards to have children practice different balancing poses. (preschoolers)
3. Place favorite toys across the room and encourage children to get to the toys by crawling, cruising, or walking. (infants and toddlers)
4. Cut out pictures of different animals and place them in a bag. Ask one child to pick a picture out of the bag. Have the child move like the chosen animal and have the other children guess what animal it is. (preschoolers)
5. Touch a toy to the infant's hands every day to encourage grabbing. (infants)
6. Have children play with toys that can be pushed or pulled. (toddlers)

## Indoor/Outdoor Activities

**INSTRUCTIONS:** Work with a partner or small group to fill in the chart below, indicating how you could use the items listed in the left column to promote physical activity. Also, indicate whether each item could be used for indoor activities, outdoor activities, or both. The first item is completed for you as an example. Be prepared to share your answers with the rest of the class.

Item(s) to promote physical activity	Indoor, outdoor, or both	Examples of how you could use the item(s)
Blankets/soft mats	Indoor	Example response: Use blankets while giving infants plenty of tummy time. Place toys on blankets or soft mats just out of their reach so that they can practice movement.
Books		
Pinecones and leaves		
Music		
Balls (of various sizes)		
Calendar		
Velcro		
Tricycles		
Batting tee		
Jackets		



## Indoor/Outdoor Activities Answer Key

**Instructor's Note:** There are many correct answers the participants could use in creating their wellness policy. Below are sample answers that you could use to help the participants.

**INSTRUCTIONS:** Work with a partner or small group to fill in the chart. The first one is done for you as an example. Be prepared to share your answers with the rest of the class.

Item(s) to promote physical activity	Indoor, outdoor, or both	Examples of how could you use the item(s)
Blankets/soft mats	Both	Use blankets while giving infants plenty of tummy time. Place toys on blankets or soft mats just out of their reach so that they can practice movement.
Books	Both	Read a story that is based on a song (such as Five Little Ducks or Five Little Monkeys Jumping on the Bed), and encourage the children to act out the motions with you.
Pinecones and leaves	Both	Take a hike or nature walk through the neighborhood or a nearby park. Collect items such as pinecones or leaves that you can use later in science lessons.
Music	Both	Play music that guides children in movement and dancing or use upbeat music during free time to encourage their own creative dance.
Balls (of various sizes)	Both	Use balls that are of different textures, sizes, weights, and colors. Balls, bean bags, and scarves will encourage toddlers to practice skills such as throwing, tossing, and catching.
Calendar	Indoor	For group times, consider activities such as “jumping out the date.” For example, if it is the 20th of the month, have children jump 20 times. Vary the activity by encouraging the children to jump on one foot or two feet, or to take little jumps or big jumps.

Item(s) to promote physical activity	Indoor, outdoor, or both	Examples of how could you use the item(s)
Velcro	Both	Velcro can be used to ensure that learning experiences are rich and beneficial to all children, including those with developmental disabilities. For example, you can use Velcro to adapt materials so they are easier to handle.
Tricycles	Both	Riding toys and push/pull toys can be used to promote traveling and balancing skills. If you have a large, open area indoors, you can use these items indoors as well. Designate if toys will be used indoors or outdoors.
Batting tee	Outdoor	Have a variety of equipment like batting tees, plastic bats, balls, hopscotch, and hoops available for outdoor play.
Jackets	Outdoor	Go outside in the winter or even in light rain! Fresh air—even in winter—benefits children. Put on clothing layers to appropriately protect against the weather. In the summer, use sunscreen. Weather conditions that pose a risk to children's health and safety include a wind chill at or below 15 °F or heat index at or above 90 °F.



# Physical Activity Ideas

**INSTRUCTIONS:** Use this chart to keep track of the physical activities you are planning to incorporate in your family child care program.

Structured Physical Activities	Date
Create an obstacle course with pillows, open boxes, and toy hoops for tumbling, crawling, and jumping.	
Set up relay races or jumping games. Dance to music or sing songs that relate to the weekly curriculum theme (e.g., parts of the body, fruits and vegetables, or colors).	
Incorporate noncompetitive games where all children play, instead of games where children wait to play or must be chosen to participate.	
Set up a toy hoop game. With all children standing in a single file line, give the first child in the line one toy hoop to hold over his or her head. Instruct children to pull the toy hoop down over their bodies to the floor, step out of it, and give the hoop to the next person in line.	
Act out movements and sounds of different animals. For example, hop like a rabbit, jump like a kangaroo, or waddle like a duck.	
Teach children math, science, and language concepts through games involving movement. For example, children can learn to count by tossing bean bags into a basket.	
Plan a “movement parade.” March around the room or outside, while calling out different movements children can do, such as hop, skip, leap, twirl, twist, jump, and stomp.	
Play musical movement games, such as “Head, Shoulders, Knees, and Toes,” “Hokey Pokey,” and “If You’re Happy and You Know It.”	
Unstructured Physical Activities	
Place pool noodles, beach balls, and toy hoops in a designated area to encourage creative play.	
Have several different types of balls available.	
Allow children time inside and/or outside on a play structure.	
Place pillows, open boxes, and toy hoops in the children’s play area.	

Source: US. Department of Agriculture. (2013). Provide opportunities for active play everyday. *Nutrition and wellness tips for young children: Provider handbook for the child and adult care food program*. Retrieved from [https://fns-prod.azureedge.net/sites/default/files/opportunities\\_play.pdf](https://fns-prod.azureedge.net/sites/default/files/opportunities_play.pdf)

\*Songwriters: Head, Shoulders, Knees, and Toes: Annie Kubler, Hokey Pokey: Larry LaPrise, and If You’re Happy and You Know It: Alfred Smith



# Lesson 1: Pre-/Post-Assessment

**INSTRUCTIONS:** Place an identifier, such as a letter or a number, on the top right corner of the page. Read each question and all of the possible answers. Then, circle the best answer.

1. Preschoolers should have at least 90 minutes of structured physical activity per day and at least 60 minutes of unstructured physical activity per week.
  - a. True
  - b. False
  
2. A basic wellness policy includes
  - a. an introduction.
  - b. goals.
  - c. a plan for follow-up.
  - d. all of the above.
  
3. The *MyPlate* graphic \_\_\_\_\_.
  - a. is a menu planner for CACFP
  - b. illustrates the five food groups using a place setting for a meal
  - c. follows the CACFP meal patterns
  - d. helps children know when they have eaten enough
  
4. To help children develop healthy eating habits, you should do all of the following, EXCEPT
  - a. set a good example.
  - b. serve large portions so they won't get hungry.
  - c. help children know when they have had enough.
  - d. let children help in the kitchen.
  
5. Toddlers and preschoolers should not be sedentary (watching TV, etc.) for more than \_\_\_\_\_minutes at a time unless they are sleeping.
  - a. 15
  - b. 30
  - c. 60
  - d. 90

# Answers to the Lesson 1: Pre-/Post-Assessment

**Instructor's Note:** The correct answers are underlined below.

**INSTRUCTIONS:** Place an identifier, such as a letter or a number, on the top right corner of the page. Read each question and all of the possible answers. Then, circle the best answer.

- Preschoolers should have at least 90 minutes of structured physical activity per day and at least 60 minutes of unstructured physical activity per week.
  - True
  - False**
- A basic wellness policy includes
  - an introduction.
  - goals.
  - a plan for follow-up.
  - all of the above.**
- The *MyPlate* graphic \_\_\_\_\_.
  - is a menu planner for CACFP
  - illustrates the five food groups using a place setting for a meal**
  - follows the CACFP meal patterns
  - helps children know when they have eaten enough
- To help children develop healthy eating habits, you should do all of the following EXCEPT
  - set a good example.
  - serve large portions so they won't get hungry.**
  - help them know when they have had enough.
  - let children help in the kitchen.
- Toddlers and preschoolers should not be sedentary (watching TV, etc.) for more than \_\_\_\_ minutes at a time unless they are sleeping.
  - 15
  - 30
  - 60**
  - 90

## Lesson 2: Selecting a Variety of Fruits, Vegetables, and Whole Grains

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## Lesson-at-a-Glance

Time	Topic	Activity	Materials
10 minutes	Introduction to the Lesson	Lesson 2: Pre-Assessment	Participant's Workbook
<b>Objective 1: Identify the benefits and the importance of selecting a variety of fruits.</b>			
15 minutes	Benefits and Importance of Selecting a Variety of Fruits	Fruits on the Menu	Participant's Workbook
<b>Objective 2: Identify the benefits and the importance of selecting a variety of vegetables.</b>			
15 minutes	Benefits and Importance of Selecting a Variety of Vegetables	Vegetables on the Menu	Participant's Workbook Chart Paper Markers Tape (optional)
<b>Objective 3: Identify the benefits and the importance of selecting a variety of whole grains.</b>			
15 minutes	Benefits and Importance of Selecting a Variety of Whole Grains	Whole Grain Wall of Fame	Participant's Workbook Pre-made Signs Chart Paper Markers
<b>Conclusion</b>			
5 minutes	Conclusion	Introductory Menu Activity Lesson 2: Post-Assessment	Participant's Workbook
<b>60 minutes</b>			





# Lesson 2: Selecting a Variety of Fruits, Vegetables, and Whole Grains

## Introduction

**SHOW SLIDE: Lesson 2: Selecting a Variety of Fruits, Vegetables, and Whole Grains**

**DO:**

As participants arrive, have them sign the sign-in sheet and then distribute the Participant's Workbooks.

**SAY:**

Welcome to Selecting a Variety of Fruits, Vegetables, and Whole Grains. Turn to the **Lesson 2: Pre-Assessment** in your Participant's Workbook. You will have 5 minutes to complete the assessment. It is designed to assess your current knowledge. Answer the questions to the best of your knowledge.

**DO:**

Ask the participants to place an identifier on the top right corner of the page. State the same identifier will be used at the conclusion of the lesson on the **Lesson 2: Post-Assessment**. The identifier should be something simple and easily remembered by the participants. Give participants 5 minutes to complete the pre-assessment. Collect completed pre-assessments before beginning the lesson. (The **Answers to the Pre-/Post-Assessment** can be found at the end of the lesson in the Instructor's Manual and in the Appendix of the Participant's Workbook.)

**SAY:**

Please find in your Participant's Workbook the **Selecting a Variety of Fruits, Vegetables, and Whole Grains Note Page**. You can use the note page to take notes as we go through the lesson.

**SHOW SLIDE: How can you improve this lunch?**

**SAY:**

Let's get started by completing a menu activity. Look at the lunch on this slide. It meets the CACFP meal pattern requirements, but the nutrient content of the menu could be improved.

**DO:**

**(Workbook Activity) Introductory Menu Activity**

**Materials Needed: Introductory Menu Activity** worksheet in the Participant's Workbook

**SAY:**

Turn to the **Introductory Menu Activity** worksheet in your Participant's Workbook. Work with a partner to identify the problems with this menu, and write them in the second column of the worksheet. In the third column, create a menu that you think would be better. We will complete the last column at the end of this lesson.

**DO:**

Divide participants into pairs, and give them 5 minutes to complete the first two sections of the worksheet.

**ASK:**

What problems do you see with this menu?

**FEEDBACK:**

Possible answers include the following:

- There is not a lot of color on the plate; it lacks visual appeal.
- The applesauce is sweetened.
- The foods all have a similar texture; there is not a crunchy food included.
- Buttered mashed potatoes tend to be higher in fat.
- The dinner roll is made from white bread instead of wheat bread.

**SAY:**

Let's use your responses to the **Introductory Menu Activity** to create a more healthful and appealing menu for young children.

**DO:**

Ask participants to provide suggestions. Write responses on the chart paper.

**Instructor's Note:** A possible menu could include 1% milk, orange slices, steamed broccoli, whole wheat bread stick, and baked chicken breast.

**Objective 1: Identify the benefits and the importance of selecting a variety of fruits.**

**SHOW SLIDE: Benefits of Fruit**

**SAY:**

As most of you noticed, the meal from the worksheet did not look very appetizing, and you were able to make it appealing with some simple substitutions. Today we are going to talk about ways to make your meals healthy and more colorful by increasing the variety of fruits, vegetables, and whole grains you serve to the children in your care.

Fruit is a natural dessert. It is naturally sweet and colorful. Offering a variety of fruit during the week can help improve your menu and your children's health in the following ways.

- Fruits add color, texture, and flavor to meals, making children's plates more appealing.
- Teaching children early to enjoy different fruits will positively impact their lifelong food choices.
- Fruits are rich in vitamins and minerals that assist with healthy growth and development.

- Fruits are good sources of dietary fiber that promote good digestion and help children feel full, promoting a healthy weight.
- Eating a variety of fruits as part of a balanced diet can help children maintain a healthy weight.

Fresh, frozen, canned, and dried fruits are all great choices. Provide children with a variety of fruits, including fruits of many colors. Each fruit has its own unique flavor and nutrients. Providing different choices each day helps children get the nutrition that they need for healthy growth and development.

### **SHOW SLIDE: Purchasing Fruit: Avoid Extra Sugar**

#### **SAY:**

Fruit is naturally sweet, so you do not need to add sugar, honey, or buy fruit with added sweeteners. Adding extra sugar may make it harder for children to maintain a healthy weight. Let's talk about some tips to keep in mind when purchasing fruits that do not include added sugars.

- Purchase fruit canned in water or 100% fruit juice, instead of syrup.
- Purchase frozen fruit with no added sugar.
- Purchase 100% fruit juice and avoid fruit flavored drinks and soft drinks. Fresh, frozen, canned, and dried fruits provide more fiber than juice, so offer those most often.
- Purchase dried fruit without added sugar. Be aware that dried fruit can pose a choking hazard for young children. Always select foods that are developmentally appropriate for the children in your care, such as dried sliced bananas instead of dried apricot.
- Purchase fresh whole fruit, which has no added sugar.

#### **DO:**

#### **(Workbook Activity) Fruits on the Menu**

**Materials Needed:** **Fruits on the Menu** worksheet in the Participant's Workbook

#### **SAY:**

Turn to the **Fruits on the Menu** worksheet in your Participant's Workbook. We learned about the importance of adding a variety of fruit to child care menus. Now you are going to think about fruits you can incorporate into your upcoming menus. Place an X by the fruits you serve on a regular basis. Then circle three fruits you will add to your upcoming menu.

#### **DO:**

Give participants 5 minutes to complete the worksheet. If time allows, ask some of the participants to share their answers.

### **SHOW SLIDE: Tips to Introduce Fruit**

#### **SAY:**

Let's talk about some tips for adding new fruits to your menus. As you try new fruits on your menus, you can incorporate some of the following tips to help with acceptability.

- **Create smoothies.** Use low-fat milk and fruit such as frozen bananas, berries, or peaches to blend up a fruity treat.

- **Try a dip.** Mix plain yogurt with a dash of cinnamon as a dip for fruit.
- **Create a nutrition education activity.** Cut pieces of fruit, and create a caterpillar kabob.
- **Make it easy to eat.** Peel and cut fruit into manageable pieces. Children can have a difficult time eating whole unpeeled fruit or even large pieces of cut fruit.
- **Have a fruit-tasting day.** Provide a variety of fruit for children to try.
- **Let children help prepare fruit.** When possible, let children select the fruit for the day, and then help with preparation such as peeling bananas or oranges, washing berries or apples, or mixing fruit salad.
- **Be an example.** Sit, eat, and talk about the fruit with the children in a positive way. When you eat fruit and talk about the taste in a positive way, children will too. Share reasons why you like the fruit and why it is beneficial to eat fruit.

Just remember to be patient, as children do not always accept new food right away. Some children may require as many as 15 tries before acquiring a taste for the new food(s). You may be concerned about the expense of adding a variety of fruit to your menus. Keep in mind that adding canned and frozen forms of fruit to your menus may help control costs, especially when you can purchase these items in bulk. Although most fruit is available year round, watch for seasonal fruit in your grocery store or farmers markets. Seasonal fruits can provide the freshest taste often at a more affordable price.

#### **SHOW SLIDE: Serving Fruits Safely**

##### **SAY:**

Finally, you want to keep fruits safe when you serve them. Children under the age of 4 are at the greatest risk of choking, so be sure your fruits are cut into small pieces or softened before serving. Rinse all produce thoroughly under running water before eating, cutting, or cooking, and wipe the top of canned fruits before opening.

### **Objective 2: Identify the benefits and the importance of selecting a variety of vegetables.**

#### **SHOW SLIDE: Benefits of Vegetables**

##### **SAY:**

Just like fruit, vegetables add color and texture to the plate. Unfortunately, many children do not get enough vegetables in their diet. As you work to add a better variety of vegetables to your child care menus, you will be helping the children form healthy habits that will benefit them now and in the future.

- Eating a variety of vegetables provides children the vitamins and minerals they need for healthy growth and development.
- Eating a variety of vegetables as part of a balanced diet can help maintain a healthy weight.
- Vegetables provide dietary fiber, which helps food move through the digestive system more easily and helps children feel full.
- Vegetables add flavor, crunch, and color to the plate.

**SHOW SLIDE: Offer a Variety of Vegetables**

**SAY:**

With vegetables, variety is the key. By serving vegetables that are different colors, you make sure that you are serving children a variety of vitamins and minerals. Try to serve a variety of vegetables each week. Focus on

- dark green vegetables, such as broccoli, kale, and spinach;
- red and orange vegetables, such as carrots, sweet potatoes, tomatoes, and red peppers; and
- beans, peas, and lentils, such as black beans, soybeans, and chickpeas.

Beans, peas, and lentils, which are also commonly known as legumes, are a great source of protein, vitamins, and minerals. They may be considered as both a vegetable and meat alternate in the CACFP meal pattern. However, they cannot be credited as both a vegetable and a meat alternate in the same meal. If you have any questions about how to credit these foods, talk to your sponsoring organization.

**SHOW SLIDE: Serve Two Vegetables**

**SAY:**

Another way to add variety is to serve more vegetables at lunch and/or supper. In particular, the CACFP meal pattern allows two different types of vegetables in the minimum serving sizes to count as part of a reimbursable meal. This means you can serve one vegetable to meet the vegetable component and a second vegetable to meet the fruit component at lunch or supper.

For example, you could serve broccoli and carrots. In this case, one of the two vegetables could be used to meet the entire fruit component because they are two different types of vegetables. However, baked potatoes and mashed potatoes would not credit because it is the same type of vegetable.

**SHOW SLIDES: Make Your Veggies Healthier and Make Your Veggies Healthier, cont.**

**SAY:**

To make sure you always have vegetables available, you can use canned, frozen, or fresh vegetables. Try to prepare vegetables in the healthiest way possible.

- Buy canned vegetables and beans that are labeled “low-sodium” or “no salt added.” You can also drain and rinse your canned vegetables to reduce the salt.
- Limit the amount of butter, oil, or other sauces you use while preparing. Instead, flavor vegetables with herbs and spices.
- Limit the amount of dressing you use as a dip or on salad.
- Purchase frozen vegetables without added ingredients (such as butter or sauce) to reduce the amount of added fat.
- Purchase fresh vegetables, such as carrots, celery, cabbage, and potatoes.
- It is important to note that the CACFP no longer allows deep-fat frying as a method for preparing food onsite for the children in your care. This means you may not fry food by submerging it in oil.

**SHOW SLIDE: Tips to Help Children Eat Their Veggies and Tips to Help Children Eat Their Veggies, cont.****SAY:**

Adding more vegetables to your menu sounds great, but you may be concerned about the picky eaters in your family child care program. It is normal for children to be hesitant about new foods, and it may take many attempts to get them to become familiar with new foods. Be patient and keep trying as you work to incorporate a greater variety of vegetables into your menu. We will discuss a few tips that may help you encourage children to eat their vegetables.

- Talk about vegetables in ways that encourage children to try them, such as “These carrots are so sweet,” or “These radishes are crunchy,” instead of trying to force children to try them.
- Offer a new vegetable alongside a vegetable with which the children are familiar.
- Make vegetable dip out of dry beans (pureed, cooked, or canned beans with olive oil and lemon juice).
- Add color and texture with a variety of vegetables in a salad. Serve vegetables separately to those children who do not like them mixed.
- Have children vote on “vegetable of the day.” You could ask, “Should the veggies for today be peas, tomatoes, or summer squash?”
- Use fun shapes and names for vegetables, such as red and green pepper “flowers” or radish “blossoms.”
- Plant a small garden (indoors or outdoors) to help children see how vegetables grow.

Finally, you want to keep vegetables safe when you serve them. Children under the age of 4 are at the greatest risk of choking, so be sure your vegetables are cut into small pieces or softened before serving. Rinse all produce thoroughly under running water before eating, cutting, or cooking, and wipe the top of canned vegetables before opening.

**DO:****(Workbook Activity) Vegetables on the Menu**

**Materials Needed:** **Vegetables on the Menu** worksheet and **Vegetable List** in the Participant’s Workbook, chart paper (there should be enough paper for each group of 5 people), markers for each group, painter’s tape, **Vegetables on the Menu Answer Key** in the Supporting Documents section of the Instructor’s Manual.

**DO:**

Divide participants into groups of five to ten. Have each group take their Participant’s Workbook, a marker, and a piece of paper, go to a different area in the room, and hang the paper on the wall. Assign each group one of the vegetable sections from the **Vegetables on the Menu** worksheet.

**Instructor’s Note:** You can give more than one group the same vegetable section if you have a large group. If your presentation space does not work for this activity, participants can complete the activity with sheets of paper at their seats.

**SAY:**

Now let’s think about ways to add more vegetables to your menus. Turn to the **Vegetables on the Menu** worksheet in your Participant’s Workbook. Each group has been assigned one of the vegetable sections in the **Vegetables on the Menu** worksheet. Refer to the **Vegetable List** in your Participant’s Workbook to help you know which vegetables are in your assigned section. Work together to come up with as many child-friendly ideas for serving your assigned vegetable. Write your ideas on your piece of paper. You have 5 minutes to work.

**DO:**

Give participants 5 minutes to work. Then, let participants in each group share their ideas. Encourage everyone to add ideas from the other groups to their worksheets.

**Objective 3: Identify the benefits and the importance of selecting a variety of whole grains.**

**SHOW SLIDE: Benefits of Whole Grains**

**SAY:**

As we have discussed, adding more fruits and vegetables makes your menus more nutritious. Another way to make your menus more nutritious is by providing children with a variety of whole grains. *The Dietary Guidelines for Americans* recommend making at least half your grains whole grains.

Grains are divided into two groups: whole grains and refined grains. Whole grains contain the entire grain kernel, which is made of three parts: the bran, germ, and endosperm. Examples of whole grains include whole wheat flour, bulgur (cracked wheat), oatmeal, and brown rice. Whenever possible, whole grain products should be used to meet the grains requirement.

Including whole grain foods in meals and as snacks is important for many reasons:

- They give children the B vitamins and minerals they need for energy to play and learn.
- They are good sources of fiber and promote good digestion.
- They keep children feeling fuller longer, which helps them eat the right amount and promotes a healthy weight.
- They add texture and flavor to menus.

**DO:**

Ask participants to turn to the **Healthy Whole Grains** handout in their Participant's Workbook. They can refer to this resource as you present the information in the next section.

**SHOW SLIDE: Tips for Purchasing Whole Grains**

**SAY:**

It can be difficult to tell if an item you are purchasing is made with whole grains. Some items have claims on the outside of the packaging that can be misleading. Here are some tips for purchasing whole grains:

- Look at the ingredient list. Choose products that list a whole grain ingredient first, which means there is more of the whole grain ingredient than the other ingredients. If water appears as the first ingredient, look for a whole grain ingredient listed second.
- Look for key words such as "whole wheat," "brown rice," "oatmeal," "bulgur," "buckwheat," "whole corn," "whole grain cornmeal," "whole oats," "whole rye," or "wild rice."

- For foods that contain many whole grain ingredients, make sure these ingredients are at the beginning of the list of ingredients.
- Use the Nutrition Facts label to check the fiber content of whole grain foods. Choose items that are higher in dietary fiber. Good sources of fiber contain 10% – 19% of the Daily Value, and excellent sources contain 20% or more.

### SHOW SLIDE: Find the Healthiest Whole Grains

To find the healthiest whole grain choices, limit added sugars and solid fats. You should try to avoid products with added sugars and solid fats or use them less often.

- Check the ingredient list of whole grain-rich products for added sugars. The chemical name for many types of sugars will end in “-ose,” such as fructose, dextrose, glucose, and maltose.
- Be aware of solid fats in grain foods and toppings by reading the ingredient list. When choosing grain items that include oils, look for products with vegetable oils that are not hydrogenated. Avoid products with butter, shortening, lard, or hydrogenated oils in the ingredient list.
- Choose toppings wisely for toast, hot cereal, pasta, noodles, and rice. Avoid adding butter, stick margarine, lard, bacon, cream sauces, and regular, full-fat cheese to these foods. Instead, use vegetable oils, low-fat cheeses, marinara sauce, fresh fruit, low-fat Greek yogurt, or steamed vegetables as toppings.

Some children may be hesitant to try some of the whole grain products you introduce into your menus. Try mixing whole and non-whole grain foods in your recipes and meals. Then, gradually increase the amount of whole grains each time you make them. For example, mix regular and whole grain pasta or combine brown rice with white rice in a recipe or as a side dish. On the other hand, use one slice of white bread and one slice of whole wheat bread in making sandwiches, and eventually make both sides whole wheat. Be sure that your total serving size meets the CACFP meal patterns.

### DO:

#### (Workbook Activity) Whole Grain Wall of Fame

**Materials Needed:** Whole Grain Wall of Fame worksheet in the Participant’s Workbook; four large paper signs with the following written on each: “Best liked whole grain meal item,” “Best liked whole grain snack item,” “Most unique whole grain served,” and “Most interesting whole grains to try;” chart paper; markers; tape

### DO:

Tape the four large paper signs on one wall of the classroom. Place pieces of chart paper under each sign. You may need more than one piece of paper under each sign depending on the size of your group.

### SAY:

With everyone’s help, we are going to create a whole grain wall of fame. Turn to the **Whole Grain Wall of Fame** worksheet in your Participant’s Workbook. Determine your personal “best whole grain” for each section listed and complete the worksheet. Then, use a marker to write your “best whole grain” for each section under the appropriate sign.



**DO:**

Show the participants each sign. Give participants 10 minutes to complete the activity and write their answers on the “Wall of Fame.” When everyone is back in their seats, read some of the responses from the wall and comment on the good ideas.

## Conclusion

**DO:**

**(Workbook Activity) Introductory Menu Activity**

**Materials Needed:** **Introductory Menu Activity** worksheet in the Participant’s Workbook

**SAY:**

We have talked about several ways to make menus healthy today by adding a variety of fruits, vegetables, and whole grains. Let’s look back at the very first activity we did in your Participant’s Workbook, the **Introductory Menu Activity**.

Turn to the **Introductory Menu Activity** worksheet in your Participant’s Workbook.

Now that we have discussed ideas for making meals healthy with fruits, vegetables, and whole grains, you will have the opportunity to create some menus of your own. In the final column, you will see an entrée listed for each meal. Complete the three lunch menus by adding fruits, vegetables, and whole grains. Be sure to incorporate the menu planning ideas we talked about today. You can work on your own or in small groups.

**DO:**

Give participants 5 minutes to complete their lunch menus. Then, depending on the time available, ask participants to share some of their lunch menus.

**SHOW SLIDE: Questions**

**SAY:**

Are there any questions before we complete the post assessment? Please take a few minutes to do the **Lesson 2: Post-Assessment** in your Participant’s Workbook. Remember to add the same identifier to the top right corner of the assessment.

**DO:**

Give participants 5 minutes to take the **Lesson 2: Post-Assessment**. Ask participants to score their own assessments as you review the correct answers using the **Answers to Lesson 2: Pre-/Post-Assessment**. Collect the assessments.



## Supporting Documents

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# Selecting a Variety of Fruits, Vegetables, and Whole Grains Note Page

**INSTRUCTIONS:** Use the note page to take notes you may find useful in your family child care program.

**Introduction:**

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**Objective 1:** Identify the benefits and the importance of selecting a variety of fruits.

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**Objective 2:** Identify the benefits and the importance of selecting a variety of vegetables.

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**Objective 3:** Identify the benefits and the importance of selecting a variety of whole grains.

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**Conclusion:**

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## Introductory Menu Activity

**INSTRUCTIONS: Part 1:** Read the menu in the first column. Think of healthy menu planning principles, and analyze the menu. Write problems you find with the menu in the second column. Create a menu you think would be better, and write it in the third column. **Part 2:** At the end of the lesson, create three lunch menus based on the entrée provided. Use the suggestions for creating healthier meals that you learned during the lesson.

Lunch Menu (for 3-5 year olds)	What problems do you see with this menu?	Create a menu you think would be better.	Create three lunch menus based on the entrée provided.
<ul style="list-style-type: none"> <li>• <math>\frac{3}{4}</math> cup 1% milk</li> <li>• <math>\frac{1}{2}</math> cup sweetened applesauce</li> <li>• <math>\frac{1}{2}</math> cup buttered mashed potatoes</li> <li>• <math>\frac{1}{2}</math> white dinner roll</li> <li>• 1 <math>\frac{1}{2}</math> ounces chicken nuggets</li> </ul>			<p><b>Lunch Day 1:</b> Entrée: Baked chicken breast</p> <p><b>Lunch Day 2:</b> Entrée: Asian pork</p> <p><b>Lunch Day 3:</b> Entrée: Tacos</p>

# Introductory Menu Activity Answer Key

**Instructor's Note:** There are many possible correct answers for this worksheet. This answer key suggests some examples of correct answers.

**INSTRUCTIONS:** Part 1: Read the menu in the first column. Think of healthy menu planning principles, and analyze the menu. Write problems you find with the menu in the second column. Create a menu you think would be better, and write it in the third column. Part 2: At the end of the lesson, create three lunch menus based on the entrée provided. Use the suggestions for creating healthier meals that you learned during the lesson.

<b>Lunch Menu</b> (for 3-5 year olds)	<b>What problems do you see with this menu?</b>	<b>Create a menu you think would be better.</b>	<b>Create three lunch menus based on the entrée provided.</b>
<ul style="list-style-type: none"> <li>• <math>\frac{3}{4}</math> cup 1% milk</li> <li>• <math>\frac{1}{2}</math> cup sweetened applesauce</li> <li>• <math>\frac{1}{2}</math> cup buttered mashed potatoes</li> <li>• <math>\frac{1}{2}</math> white dinner roll</li> <li>• 1 <math>\frac{1}{2}</math> ounces chicken nuggets</li> </ul>	<p>Possible answers include the following:</p> <p>There is not a lot of color on the plate; it lacks visual appeal.</p> <p>The applesauce is sweetened.</p> <p>There is not a variety of textures; there is not a crunchy food included.</p> <p>Buttered mashed potatoes tend to be higher in fat.</p> <p>The dinner roll is made from white bread instead of wheat bread.</p>	<p>Possible menu:</p> <p>1% milk, orange smiles, steamed broccoli, whole wheat bread stick, and baked chicken breast</p>	<p>Possible menus:</p> <p><b>Lunch Day 1:</b> 1% milk, strawberries, baby carrots, turkey burger on a whole wheat bun</p> <p><b>Lunch Day 2:</b> 1% milk, roast beef sandwich, kiwi, lettuce and tomato salad</p> <p><b>Lunch Day 3:</b> 1% milk, brown rice with chicken and vegetable stir fry, fresh pineapple</p>

## Fruits on the Menu

**INSTRUCTIONS:** Place an X by the fruits you serve on a regular basis. Then circle three fruits you will add to your upcoming menu.

Apples	Cherries	Nectarines	Plums	100% Fruit Juice
Apricots	Grapefruit	Oranges	Raisins	Other _____
Bananas	Grapes	Peaches	Raspberries	Other _____
Blackberries	Honeydew	Pears	Strawberries	Other _____
Blueberries	Kiwi	Papaya	Tangerines	Other _____
Cantaloupe	Mangoes	Pineapple	Watermelon	Other _____

**How will you offer these fruits next month?** Select at least two of the following items you will add to your menus.

- Fruit Salad
- Green Leafy Salad (add shredded apples, canned pineapple bits, or sliced strawberries to spinach or leaf lettuce)
- Sandwich (add thinly sliced apples to a turkey sandwich)
- Fruity Kangaroo Pocket (raisins, veggies, and fillings in a whole wheat pita pocket)
- Ants on a Log (celery sticks with a thin layer of peanut butter and topped with raisins)
- Unsweetened Applesauce (topped with cinnamon and raisins)
- Fruit and Yogurt Parfait (fruit and low-fat yogurt topped with whole grain cereal)
- Other \_\_\_\_\_

**In what other ways will you promote fruit?** Put a check mark next to actions you will take next month.

- I will promote a different “fruit of the week” every week. Next month, I will promote: \_\_\_\_\_
- I will purchase and serve fruit in season to save money. (For example, seasonal fruits could include berries in the summer, apples in the fall, and oranges in the winter.)
- Keep three different fruits readily available to serve as quick snacks. (For example, bananas, peaches canned in 100% juice, and raisins.)

Source: U.S. Department of Agriculture, Food and Nutrition Service. (2012). Build a healthy plate with fruits. In Nutrition and wellness tips for young children: Provider handbook for the child and adult care food program. Retrieved from <http://teamnutrition.usda.gov/Resources/nutritionandwellness/fruits.pdf>



## Vegetables on the Menu

**INSTRUCTIONS:** Make a list of child friendly ideas for serving vegetables listed in each column below.

Dark Green Vegetables	Red and Orange Vegetables	Starchy Vegetables	Beans, Peas, and Lentils	Other Vegetables






## Vegetables on the Menu Answer Key

**Instructor's Note:** *There are many possible correct answers for this worksheet. This answer key suggests some examples of correct answers.*

**INSTRUCTIONS:** Make a list of child friendly ideas for serving vegetables listed in each column below.

Dark Green Vegetables	Red and Orange Vegetables	Starchy Vegetables	Beans, Peas, and Lentils	Other Vegetables
Spinach roll-up (tortilla with spinach and low-fat ranch dip)	Baked sweet potato fries	Add water chestnuts to a broccoli stir-fry	Dry bean dip: purée one can of any bean (rinsed and drained) with 3 tablespoons of lemon juice, 3 tablespoons of olive oil, and a pinch of salt	Veggie pizza with zucchini, green peppers, and mushrooms

# Vegetable List

Dark Green Vegetables	Red and Orange Vegetables	Starchy Vegetables	Beans, Peas, and Lentils	Other Vegetables
 <p>Bok choy Broccoli Collard greens Dark green leafy lettuce Kale Mesclun Mustard greens Romaine lettuce Spinach Turnip greens Watercress</p>	<p>Acorn squash Butternut squash Carrots Hubbard squash Pumpkin Red peppers Sweet potatoes Tomatoes Tomato juice (low-sodium)</p> 	<p>Cassava Corn Fresh cowpeas or field peas Green bananas</p>  <p>Plantains Potatoes Taro Water chestnuts</p>	<p>Black beans Black-eyed peas Garbanzo beans (chickpeas) Kidney beans Lentils Navy beans Pinto beans Soy beans Split peas White beans</p> 	 <p>Artichokes Asparagus Avocado Bean sprouts Cabbage Cauliflower Celery Crookneck squash Cucumbers Eggplant Green beans Green peppers Iceberg lettuce Mushrooms Okra Onions Parsnips Turnips Wax beans Zucchini</p>



## Healthy Whole Grains

### Read the Label

- To make sure you are purchasing whole grains, look at the ingredient list. Choose products that list a whole grain ingredient first, which means there is more of the whole grain ingredient than the other ingredients. If water appears as the first ingredient, look for a whole grain ingredient listed second.
- Look for key words, such as “whole wheat,” “brown rice,” “oatmeal,” “bulgur,” “buckwheat,” “whole corn,” “whole grain cornmeal,” “whole oats,” “whole rye,” or “wild rice.”

Use the Nutrition Facts label to check the fiber content of whole grain foods. Choose items that are higher in dietary fiber. Good sources of fiber contain 10% to 19% of the Daily Value; excellent sources contain 20% or more.

### Limit Added Sugar and Solid Fat When Offering Whole Grain Foods

- Check the ingredient list of whole grain-rich products for added sugars. Look for sugar, honey, and ingredients ending in “-ose,” such as fructose, dextrose, glucose, and maltose. If present, make sure added sugars are not one of the first three ingredients on the ingredient list. For a naturally sweet taste, try topping whole grain foods with fresh, frozen, or canned fruit slices (canned in 100% fruit juice or water).
- Be aware of solid fats in grain foods and toppings by reading the ingredient list. When choosing grain items that include oils, look for products with vegetable oils that are not hydrogenated. Avoid products with butter, shortening, lard, or hydrogenated oils in the ingredient list.
- Choose toppings wisely for toast, hot cereal, pasta, noodles, and rice. Avoid adding butter, stick margarine, lard, bacon, cream sauces, and regular, full-fat cheese to these foods. Instead, use vegetable oils, low-fat cheeses, marinara sauce, fresh fruit, low-fat Greek yogurt, or steamed vegetables as toppings.

## List of Whole Grains

Amaranth 	Brown rice	Buckwheat
Bulgur (cracked wheat)	Millet	Oatmeal
Rolled oats	Quinoa 	Sorghum
Triticale	Whole grain barley	Whole grain cornmeal
Whole rye	Whole wheat bread	Whole wheat crackers
Whole wheat pasta	Whole wheat sandwich buns and rolls	Whole wheat tortillas 
Whole wheat ready-to-eat breakfast cereals	Whole wheat cereal flakes	Muesli

## Whole Grain Wall of Fame

**INSTRUCTIONS:** Use the list of whole grains above to help you answer the following questions.

1. What is the most liked whole grain item you serve or use to prepare meals in your family child care program? \_\_\_\_\_
2. What is the most liked whole grain item you serve or use to prepare snacks in your family child care program? \_\_\_\_\_
3. What is the most unique whole grain item you have served or used to prepare meals in your family child care program? \_\_\_\_\_
4. What is the most interesting whole grain item you would like to try? \_\_\_\_\_



## Lesson 2: Pre-/Post-Assessment

**INSTRUCTIONS:** Place an identifier, such as a letter or a number, on the top right corner of the page. Read each question and all of the possible answers. Then, circle the best answer.

1. What is the best type of fruit to serve in your family child care program?
  - a. fresh
  - b. canned
  - c. frozen
  - d. all of the above
  
2. You should avoid purchasing fruit with added \_\_\_\_\_.
  - a. water
  - b. fruit juice
  - c. sugar
  - d. vitamin C
  
3. To add a variety of vegetables each week, try to serve vegetables from all the following groups EXCEPT
  - a. dark green.
  - b. fried.
  - c. beans, peas, and lentils.
  - d. red and orange.
  
4. Grains are divided into two groups, which are
  - a. whole grains and refined grains.
  - b. bread and pasta.
  - c. meal items and baked goods.
  - d. crackers and cookies.
  
5. Whole grains are beneficial for all of the following reasons, EXCEPT
  - a. they provide B vitamins.
  - b. they provide dietary fiber.
  - c. they help children feel full longer.
  - d. they add bright colors to a plate.

## Answers to Lesson 2: Pre-/Post-Assessment

**Instructor's Note:** The correct answers are underlined below.

**INSTRUCTIONS:** Place an identifier, such as a letter or a number, on the top right corner of the page. Read each question and all of the possible answers. Then, circle the best answer.

1. What is the best type of fruit to serve in your family child care program?
  - a. fresh
  - b. canned
  - c. frozen
  - d. all of the above**
  
2. You should avoid purchasing fruit with added \_\_\_\_\_.
  - a. water
  - b. fruit juice
  - c. sugar**
  - d. vitamin C
  
3. To add a variety of vegetables each week, try to serve vegetables from all the following groups EXCEPT
  - a. dark green.
  - b. fried.**
  - c. beans, peas, and lentils.
  - d. red and orange.
  
4. Grains are divided into two groups, which are
  - a. whole grains and refined grains.**
  - b. bread and pasta.
  - c. meal items and baked goods.
  - d. crackers and cookies.
  
5. Whole grains are beneficial for all of the following reasons, EXCEPT
  - a. they provide B vitamins.
  - b. they provide dietary fiber.
  - c. they help children feel full longer.
  - d. they add bright colors to a plate.**



## Lesson 3: Cost-Effective Shopping

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## Lesson-at-a-Glance

Time	Topic	Activity	Materials
10 minutes	Introduction to the Lesson	Lesson 3: Pre-Assessment Shopping and Budgeting Tips	Participant's Workbook
<b>Objective 1: Plan nutritious and cost-effective meals.</b>			
15 minutes	Consider Your Budget Create Your Menu Make a Shopping List Plan a Cycle Menu	Steps to Planning a Cycle Menu	Participant's Workbook
<b>Objective 2: Identify cost saving resources.</b>			
10 minutes	Ads and Coupons	Is It a Bargain?	Participant's Workbook Calculators
<b>Objective 3: Identify strategies for cost-effective shopping.</b>			
20 minutes	Consider Where You Shop Use Unit Prices Buying in Bulk Consider Quality and Nutrition	Buying in Bulk Better Buy Grocery Game	Participant's Workbook Chart paper Markers Optional: food items to be used in the Better Buy Grocery Game: <i>Brand name and generic versions of the same item</i> <i>A large container and a small container of the same item</i> <i>A box of macaroni and cheese and a box of plain macaroni</i>
<b>Conclusion</b>			
5 minutes	Conclusion	Lesson 3: Post-Assessment	Participant's Workbook
<b>60 minutes</b>			



# Lesson 3: Cost-Effective Shopping

## Introduction

### SHOW SLIDE: Lesson 3: Cost-Effective Shopping

#### DO:

As participants arrive, have them sign the sign-in sheet and distribute the Participant's Workbooks.

#### SAY:

Welcome to Cost-Effective Shopping. Turn to the **Lesson 3: Pre-Assessment** in your Participant's Workbook. You will have 5 minutes to complete the assessment. It is designed to assess your current knowledge. Answer the questions to the best of your knowledge.

#### DO:

Ask the participants to place an identifier on the top right corner of the page. State the same identifier will be used at the conclusion of the lesson on the **Lesson 3: Post-Assessment**. The identifier should be something simple and easily remembered by the participant. Give participants 5 minutes to complete the pre-assessment. Collect completed pre-assessments before beginning the lesson. (The **Answers to the Pre-/Post-Assessment** can be found at the end of the lesson in the Instructor's Manual and in the Appendix of the Participant's Workbook.)

#### SAY:

Please find in your Participant's Workbook the **Cost-Effective Shopping Note Page**. You can use the note page to take notes as we go through the lesson.

#### DO:

### (Workbook Activity) Shopping and Budgeting Tips

**Materials Needed:** Shopping and Budgeting Tips worksheet in the Participant's Workbook

#### SAY:

Let's start this lesson by thinking about things you already do to practice cost-effective shopping in your family child care program.

#### DO:

Divide the class into small groups of four to six participants.

#### SAY:

Turn to the **Shopping and Budgeting Tips** worksheet in your Participant's Workbook. In your groups, discuss the most helpful shopping or budgeting tips you use. Write your group's ideas in your Participant's Workbook. Choose one example from your list to share with the class.

**DO:**

Allow groups to discuss shopping and budgeting tips for about 5 minutes, following the directions in their Participant's Workbook. Then, ask a participant from each group to share his or her best tip.

## Objective 1: Plan nutritious and cost-effective meals.

**SHOW SLIDE: Planning Meals****SAY:**

Preparing cost-effective and nutritious meals for your family child care program consists of two important steps: planning and shopping. In our lesson today, we are going to discuss both of these steps. We will start with planning. When planning, you should consider your budget, create your menu, review ads and coupons, and make a list.

First, let's talk about considering your budget. The dictionary defines a budget as an itemized summary of estimated or intended expenditures for a given period of time. You should be able to plan your food budget by estimating how many children participate in your program and how many meals you will serve them. Then, using your CACFP reimbursement rate, determine the amount you want to spend for food.

The next step is to create your menu. One way to ensure you are providing nutritious, well-balanced meals that meet CACFP requirements is to use cycle menus. A cycle menu is a series of menus planned for a period of time (for example, 3 weeks). The menu is different for each day during the cycle. After you serve the whole menu, you have completed the first cycle. The menus are then repeated in the same order. Thus, they are called a cycle menu.

**SHOW SLIDE: Advantages of Using Cycle Menus****SAY:**

There are many advantages to using cycle menus.

- Cycle menus save time because the same menus are repeated.
- Buying food is easier since you know what you will use ahead of time and know how much to purchase.
- Cycle menus are easy to change once they are planned. You can substitute foods that are not available with other foods from the same meal component. In addition, you can do the following:
  - Make special menus for birthdays and special occasions.
  - Try new foods and recipes.
  - Take advantage of food bargains and foods in season.
  - Use leftovers wisely.

**DO:****(Workbook Activity) Steps to Planning a Cycle Menu**

**Materials Needed:** **Steps to Planning a Cycle Menu** worksheet and **Sample Cycle Lunch Menu**, and **CACFP Child Meal Patterns** handouts from the Participant's Workbook

**SAY:**

Turn to the **Steps to Planning a Cycle Menu** worksheet in your Participant's Workbook and follow along as we talk about the steps in planning a cycle menu. We will also look at a **Sample Cycle Lunch Menu** in your Participant's Workbook.

Let's talk about the steps in planning a healthy cycle menu.

1. Gather your menu planning materials, including the Child and Adult Care Food Program (CACFP) meal pattern requirements and your recipes. Also, keep in mind the principles of the *MyPlate* eating guide to help you plan more nutritious meals.
2. Decide how many weeks your cycle menus will include. A cycle menu for child care should be at least 3 weeks to ensure the children will not be served the same combination of foods too often.
3. Plan the main dishes first. The main dish is the meat or meat alternate. Foods such as pasta, rice, and vegetables may also be a part of the main dish. Try to include a different main dish for each day in the cycle.
4. Use lean or low-fat meat and poultry choices. Also include beans, peas, lentils, and seafood in your menus.

**SAY:**

Can anyone point out some good examples of meat or meat alternates on the sample cycle menu?

**FEEDBACK:**

Each week has at least one bean choice. Week 1 includes a bean and cheese burrito and a hummus roll-up; Week 2 has a black bean taco; Week 3 has minestrone soup; and Week 4 has vegetable chili.

**SAY:**

5. Add foods to go with the main dish. Be sure you have included all of the CACFP meal pattern requirements— milk, fruits, vegetables, grains, and meats/meat alternates. Remember the *MyPlate* recommendation to make at least half of your grains whole grains and to make half of your plate fruits and vegetables.

**ASK:**

Can anyone point out some good examples of whole grains, fruits, or vegetables on the sample cycle menu?

**FEEDBACK:**

- Whole grain bread
- Brown rice
- Several main dishes that include vegetables

**SAY:**

6. Plan menus for breakfast and snacks.
7. Check to see that you do not repeat any particular food too often.

**ASK:**

Can anyone point out an example of how the sample cycle menu meets this requirement?

**FEEDBACK:**

There are no exact foods that are repeated over this four-week cycle.

**SAY:**

8. Include a variety of foods to meet nutrient needs of children. Remember that you can substitute foods on your cycle menus with foods that are a better value, on sale, or in season. For example, if strawberries are in season and on sale at the farmer's market, you can substitute those for the apples on your cycle menu.

**ASK:**

What are some foods on the sample cycle menu that you might decide to replace with another food?

**FEEDBACK:**

- Replace fresh watermelon and other melons for canned fruit in the winter to save money.
- Substitute beef or chicken for pork in the pork stir-fry if it's on sale.

**SAY:**

9. Think about the children's likes and dislikes. Remember, it can take up to 10-15 exposures before children develop a preference for new foods.
10. Include different shapes, colors, textures, temperatures, and flavor. Make sure your meals will look appealing, as well as taste delicious.

**ASK:**

Can anyone point out some good examples of step 10 on the sample cycle menu?

**FEEDBACK:**

On Tuesday of Week 1, the menu includes sweet and sour chicken, brown rice, sugar snap peas, and mandarin oranges. A variety of shapes, colors, and textures (crunchy and soft) are included.

**SAY:**

11. Think about the equipment and time you have available for preparing meals.
12. Balance higher-cost foods with lower-cost foods over several days or a week.
13. Use some recipes you have prepared before, but be willing to try new ones.

**SHOW SLIDE: Make a List**

**SAY:**

After you have completed your menu, you will move to the next step in planning: making a list. This will help you control spending and avoid impulse buying. Once you make a list, be sure to buy only what is on your list. Keep in mind that you will be more likely to stick to your list if you don't shop when you are hungry.



Whether your list is a printed, organized masterpiece or hand-written on the back of an envelope, the time spent making the list is less than returning to the store for a forgotten item. Fewer trips to the store means fewer chances for impulse buying, as well as less fuel costs.

#### Shopping List Basics

- Look over the recipes you plan to use.
- Check the cupboards, refrigerator, and freezer for foods you already have on hand. Are there staple items (flour, sugar, coffee, salt, rice, etc.) that should be added to the list?
- Organize your list according to the store layout. This will save you time in the store and reduce the temptation to buy foods not on your list.
- Develop a template you can photocopy or print for weekly use. If there are foods and other items that you must have every week, make them a permanent part of your master list. For example, if you usually buy carrots, write carrots under the vegetable heading. Then, if you need carrots that week, circle that item.
- Post an ongoing list in your kitchen and write down items as your supplies get low.

#### DO:

Refer the participants to the **Sample Shopping List** in their Participant's Workbook for an example.

### Objective 2: Identify cost saving resources.

#### SHOW SLIDE: Ads and Coupons: Will They Save You Money?

#### SAY:

We will now continue with another important step in planning cost-effective meals: reviewing ads and coupons. Using store ads and coupons to get the best price on food can save you money, but you need to be smart about using them. Many times coupons and sales are on foods that that you would not normally use and that may not be healthy options. In addition, sales are often on name brand items, which may still be more expensive than store brand items. Be sure to compare prices and not assume that sales and coupons provide the best bargain.

#### DO:

#### (Workbook Activity) Is It a Bargain?

**Materials Needed:** **Is It a Bargain?** worksheet in the Participant's Workbook, **Is It a Bargain? Answer Key** in Supporting Documents section of the Instructor's Manual, and calculator for each participant

#### SAY:

It is important to know if a coupon will really save you money. Find the **Is It a Bargain?** worksheet in your Participant's Workbook. Choose a partner to complete this activity. With your partner, use your worksheet to determine which cereal is a better buy.

**DO:**

Pass out calculators to each participant. Give participants 5 minutes to finish the worksheet. When participants have completed the worksheet, review it as a group.

**Objective 3: Identify strategies for cost-effective shopping.**

**SHOW SLIDE: Cost-Effective Shopping**

**SAY:**

Now we are going to move on to the next step in providing nutritious, cost-effective meals: shopping. There are several things you can do to ensure you are getting the best value for your money when shopping.

First, consider where you shop. Some grocery stores have better prices on the items you buy most often. Take time to compare prices at various stores on the items you buy the most and choose the store that has the overall lowest prices. Consider purchasing some items through non-traditional sources, such as a warehouse, farmer's market, local food bank, or cooperative extension programs; but be sure to compare prices and do not assume these sources will be the best values.

**SHOW SLIDE: Unit Prices**

**SAY:**

Second, when deciding which food items to buy, compare unit prices to make sure you are getting the best value.

- Unit prices display the cost of one unit, such as an ounce.
- Find unit price labels on the shelf edge right under the package.
- Use unit prices to compare costs of different brands of the same food.
- Unit pricing makes it easy to compare the prices of different sizes of the same brand.
- Use unit prices to compare different forms (such as fresh, canned, or frozen) of the same food.
- Choose the food that has the lowest price per unit to save money.

**SHOW SLIDE: Buying in Bulk**

**SAY:**

The next cost-saving strategy to consider is buying in bulk.

**ASK:**

What items do you currently buy in bulk?

**DO:**

Make a list of the answers on chart paper.

**ASK:**

Have you ever purchased something in bulk that you didn't use?

**DO:**

Make a list of the answers on chart paper.

**DO:****(Workbook Activity) Buying in Bulk**

**Materials Needed:** **Buying in Bulk** worksheet in the Participant's Workbook, **Buying in Bulk Answer Key** in the Supporting Documents section of the Instructor's Manual, and calculator for each participant

**SAY:**

When you buy in bulk, you should think about the following questions: Will I use it? Is it the best buy? Do I have a safe place to store it? We are going to do an activity that will let you think about each of these questions. Turn to the **Buying in Bulk** worksheet in your Participant's Workbook and read the case study. After reading the case study, calculate the unit price for each item at the warehouse and at a grocery store. Compare the prices and determine if the items at the warehouse and store were good buys.

**DO:**

Give participants 5 minutes to complete the worksheet. Then, review the answers using the **Buying in Bulk Answer Key** in the Supporting Documents section. Use the principles of cost-effective shopping to direct the discussion.

**Instructor's Note:** For this activity, participants will need to calculate the unit price for different items on the worksheet. If you feel participants need an explanation of how to calculate this price, explain that they need to divide the number of units by the total price to get the unit price. For example, if a 24 oz box of crackers costs \$3.00, the unit price is  $\$3.00 / 24 = \$0.125$ , or about \$0.13 per oz. Remember, there are rarely "right" and "wrong" answers to the case studies.

**SHOW SLIDE: Convenience Foods****SAY:**

Now, we will continue in our discussion of cost-effective shopping by discussing convenience items. Convenience foods are items that are partially or completely prepared when purchased. When it comes to determining the best value, there are many pros and cons to consider.

**Advantages of Convenience Items**

- They save time.
- They provide product consistency.
- They use less labor.
- The product label gives nutrition information.

### Disadvantages of Convenience Items

- They can cost more.
- They are often higher in sodium.
- They may be higher in fat.
- The cook cannot control the ingredients.
- All required meal components may not be provided in a convenience item.

### Determining the Best Value

- Think about the advantages and disadvantages of using convenience foods.
- Use the nutrition facts label to get information.
- Cook convenience foods the healthiest way. For example, do not add salt to the water if you need to boil noodles.
- Determine if additional foods need to be added to meet requirements.
- Determine cost per serving per child.

### SHOW SLIDE: Consider Quality and Nutrition

#### SAY:

Our last cost-effective shopping strategy is to consider the quality and nutrition of the food product. Cutting costs by compromising food quality and nutrition is not cost effective and can be unsafe. Look for packages that are undamaged and produce that appears fresh upon visual inspection. Look for dates on packaging to help guide your purchase.

### SHOW SLIDE: Packaging Dates

#### SAY:

- A **“sell-by”** date tells the store how long to display the product for sale. You should buy the product before the date expires.
- A **“best if used by (or before)”** date is recommended for best flavor or quality. It is not a purchase or safety date.
- A **“use-by”** date is the last date recommended for the use of the product while at peak quality. The date has been determined by the manufacturer of the product.

Also, compare Nutrition Facts labels to make sure you are buying a healthy choice. Spending a little more for a healthier alternative may be worth it.

#### DO:

### (Workbook Activity) Better Buy Grocery Game

**Materials Needed:** Better Buy Grocery Game worksheet in the Participant’s Workbook, **Better Buy Grocery Game Answer Key** in the Supporting Documents section of the Instructor’s Manual, and examples of food item to be used in the activity

**Instructor's Note:** Examples of food items are optional and could include brand name and generic versions of the same item, a large container and a small container of the same item, a box of macaroni and cheese and a box of plain macaroni to represent the item made from scratch, etc.

**SAY:**

To review the concepts of cost-effective shopping, we will play the **Better Buy Grocery Game**. Turn to the **Better Buy Grocery Game** worksheet in your Participant's Workbook. On this page, you will see three scenarios. Read each scenario and circle what you think is the correct answer: option A, B, or C. Select option A, if you think the correct answer is A only. Select option B, if you think the correct answer is B only. Select option C, if you think that either A or B could be correct, depending on the situation.

**DO:**

Give participants 5 minutes to complete the worksheet. Then, review each scenario. First, ask participants which answer they selected and why. Then use the **Better Buy Grocery Game Answer Key** in the Supporting Documents section to discuss the answers.

## Conclusion

**SHOW SLIDE: Questions**

**SAY:**

Today, you have learned some new ways to plan and serve cost-effective and nutritious meals. Are there any questions before we complete the post assessment? Please take a few minutes to do the **Lesson 3: Post-Assessment** in your Participant's Workbook. Remember to add the same identifier to the top right corner of the assessment.

**DO:**

Give participants 5 minutes to take the **Post-Assessment**. Ask participants to score their own assessments as you review the correct answers using the **Answers to Lesson 3: Pre-/Post-Assessment**. Collect the assessments.



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# Cost-Effective Shopping Note Page

**INSTRUCTIONS:** Use the note page to take notes you may find useful in your family child care program.

**Introduction:**

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**Objective 1:** Plan nutritious and cost-effective meals.

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**Objective 2:** Identify cost saving resources.

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**Objective 3:** Identify strategies for cost-effective shopping.

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**Conclusion:**

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# Shopping and Budgeting Tips

**INSTRUCTIONS:** Discuss with your group the most helpful shopping or budgeting tips you use. Write your group's answers below. Be prepared to share one example with the class.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
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5. \_\_\_\_\_  
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6. \_\_\_\_\_  
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7. \_\_\_\_\_  
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8. \_\_\_\_\_  
\_\_\_\_\_
9. \_\_\_\_\_  
\_\_\_\_\_
10. \_\_\_\_\_  
\_\_\_\_\_

## Steps to Planning a Cycle Menu

1. Gather your menu planning materials, including the Child and Adult Care Food Program (CACFP) meal pattern requirements and your recipes. Also, keep in mind the principles of the *MyPlate* eating guide to help you plan more nutritious meals.
2. Decide how many weeks your cycle menu will include. A cycle menu for child care should be at least 3 weeks to ensure the children will not be served the same combination of foods too often.
3. Plan the main dishes first. The main dish is your meat/meat alternate. Foods such as pasta, rice, and vegetables may also be a part of the main dish. Try to include a different main dish for each day in the cycle.
4. Use lean or low-fat meat and poultry choices. Also include beans, peas, lentils, and seafood in your menus.
5. Add foods to go with the main dish. Be sure you have included all of the CACFP meal pattern requirements—milk, fruits, vegetables, grains, and meats/meat alternates. Remember the *MyPlate* recommendation to make at least half of your grains whole grains and to make half of your plate fruits and vegetables.
6. Plan menus for breakfast and snacks.
7. Check to see that you do not repeat any particular food too often.
8. Include a variety of foods to meet nutrient needs of children. Remember that you can substitute foods on your cycle menu with foods that are a better value, on sale, or in season. For example, if strawberries are in season and on sale at the farmer's market, you can substitute those for the apples on your cycle menu.
9. Think about the children's likes and dislikes. Remember, it can take up to 10 to 15 exposures before children develop a preference for new foods.
10. Include different shapes, colors, textures, temperatures, and flavor. Make sure your meals will look appealing, as well as taste delicious.
11. Think about the equipment and time you have available for preparing meals.
12. Balance higher-cost foods with lower-cost foods over several days or a week.
13. Use some recipes you have prepared before, but be willing to try new ones.

## Sample Cycle Lunch Menu

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Week 1</b>	Bean & Cheese Burrito on Whole Grain Tortilla  Mexicali Corn  Fresh Strawberries  Milk	Sweet and Sour Chicken  Brown Rice  Fresh Sugar Snap Peas  Mandarin Oranges  Milk	Whole Grain Tortilla Rollup with Hummus and Veggies  Romaine Salad  Orange Slices  Milk	Spaghetti Casserole  Mixed Spinach and Green Salad  Fresh Cantaloupe  Milk	Oven Baked Parmesan Chicken  Whole Grain Breadstick  Sweet Potatoes  Fresh Apples  Milk
<b>Week 2</b>	Black Bean Taco  Fresh Sliced Cucumber and Tomatoes  Fresh Peaches  Milk	Tuna Sandwich on Whole Grain Bread  Fresh Broccoli and Cauliflower  Fresh Blueberries  Milk	Pork Stir Fry  Brown Rice  Sliced Oranges  Stemmed Broccoli  Milk	Chicken and Vegetable Soup  Whole Grain Crackers  Fresh Plums  Sweet Potato Strips  Milk	Mexican Pizza on Whole Grain Tortilla  Sliced Peppers  Canned Peaches  Milk
<b>Week 3</b>	Sloppy Joes on Whole Grain Bun  Broccoli Salad  Fruit Salad  Milk	Turkey Burrito on Whole Grain Tortilla  Refried Beans  Fresh Honeydew  Milk	Minestrone Soup  Whole Grain Roll  Fresh Apples  Milk	Ham and Cheese Sandwich on Whole Grain Bread  Three Bean Salad  Fresh Watermelon  Milk	Taco Salad  Baby Carrots  Canned Pears  Milk
<b>Week 4</b>	Meatloaf  Whole Grain Roll  Acorn Squash  Frozen Raspberries  Milk	Turkey and Cheese on Whole Grain Bread  Vegetable Soup  Fresh Bananas  Milk	Vegetable Chili  Corn Muffins  Fresh Kiwi  Milk	Oven Baked Chicken  Brown Rice  Stir Fry Vegetables  Frozen Peaches  Milk	BBQ Pork Sandwich on Whole Grain Bun  Steamed Zucchini  Mixed Fruit  Milk

# CACFP Child Meal Patterns



Breakfast				
Meal Components and Food Items <sup>1</sup>	Ages 1-2	Ages 3-5	Ages 6-12	Ages 13-18 <sup>2</sup>
<b>Fluid Milk</b>	4 fluid ounces <sup>3</sup>	6 fluid ounces <sup>4</sup>	8 fluid ounces <sup>5</sup>	8 fluid ounces <sup>5</sup>
<b>Vegetables, fruits, or portions of both<sup>6</sup></b>	¼ cup	½ cup	½ cup	½ cup
<b>Grains<sup>7</sup></b> (ounce equivalent = oz eq)				
Whole grain-rich or enriched bread	½ oz eq	½ oz eq	1 oz eq	1 oz eq
Whole grain-rich or enriched bread product, such as biscuit, roll or muffin	½ oz eq	½ oz eq	1 oz eq	1 oz eq
Whole grain-rich, enriched or fortified cooked breakfast cereal <sup>8</sup> , cereal grain, and/or pasta	¼ cup	¼ cup	½ cup	½ cup
Whole grain-rich, enriched or fortified ready-to-eat breakfast cereal (dry, cold) <sup>8</sup>				
Flakes or rounds	½ cup	½ cup	1 cup	1 cup
Puffed cereal	¾ cup	¾ cup	1 ¼ cup	1 ¼ cup
Granola	⅛ cup	⅛ cup	¼ cup	¼ cup

<sup>1</sup> Must serve all three components for a reimbursable meal. Offer versus serve is an option for at-risk afterschool care centers.  
<sup>2</sup> At-risk afterschool programs and emergency shelters may need to serve larger portions to children ages 13 through 18 to meet their nutritional needs.  
<sup>3</sup> Must be unflavored whole milk for children age 1.  
<sup>4</sup> Must serve unflavored milk to children 2 through 5 years old. The milk must be fat-free, skim, low-fat, or 1 percent or less.  
<sup>5</sup> May serve unflavored or flavored milk to children ages 6 and older. The milk must be fat-free, skim, low-fat, or 1 percent or less.  
<sup>6</sup> Juice must be pasteurized. Full-strength juice may only be offered to meet the vegetable or fruit requirement at one meal or snack, per day.  
<sup>7</sup> Must serve at least one whole grain-rich serving, across all eating occasions, per day. Grain-based desserts may not be used to meet the grains requirement. Meats/meat alternates may be offered in place of the entire grains requirement, up to 3 times per week at breakfast. One ounce equivalent of meats/meat alternates credits equal to one ounce equivalent of grains.  
<sup>8</sup> Through September 30, 2025, breakfast cereals must contain no more than 6 grams of total sugars per dry ounce. By October 1, 2025, breakfast cereals must contain no more than 6 grams of added sugars per dry ounce.

## CACFP Child Meal Patterns (cont.)

Lunch/Supper				
Meal Components and Food Items <sup>1</sup>	Ages 1-2	Ages 3-5	Ages 6-12	Ages 13-18 <sup>2</sup>
<b>Fluid Milk</b>	4 fluid ounces <sup>3</sup>	6 fluid ounces <sup>4</sup>	8 fluid ounces <sup>5</sup>	8 fluid ounces <sup>5</sup>
<b>Meats/Meat Alternates</b> (ounce equivalent = oz eq)				
Lean meat, poultry, or fish	1 oz eq	1 ½ oz eq	2 oz eq	2 oz eq
Tofu, soy product, or alternate protein products <sup>6</sup>	1 oz eq	1 ½ oz eq	2 oz eq	2 oz eq
Cheese	1 oz eq	1 ½ oz eq	2 oz eq	2 oz eq
Large egg	½	¾	1	1
Beans, peas, and lentils	¼ cup	⅜ cup	½ cup	½ cup
Peanut butter or soy nut butter or other nut or seed butters	2 tbsp	3 tbsp	4 tbsp	4 tbsp
Yogurt <sup>7</sup>	4 oz eq or ½ cup	6 oz eq or ¾ cup	8 oz eq or 1 cup	8 oz eq or 1 cup
Peanuts, soy nuts, tree nuts, or seeds	1 oz eq	1 oz eq	2 oz eq	2 oz eq
<b>Vegetables<sup>8</sup></b>	⅛ cup	¼ cup	½ cup	½ cup
<b>Fruits<sup>8</sup></b>	⅛ cup	¼ cup	¼ cup	¼ cup
<b>Grains<sup>9</sup></b>				
Whole grain-rich or enriched bread	½ oz eq	½ oz eq	1 oz eq	1 oz eq
Whole grain-rich or enriched bread product, such as biscuit, roll, or muffin	½ oz eq	½ oz eq	1 oz eq	1 oz eq
Whole grain-rich, enriched or fortified cooked breakfast cereal, cereal grain, and/or pasta	¼ cup	¼ cup	½ cup	½ cup
<p><sup>1</sup> Must serve all five components for a reimbursable meal. Offer versus serve is an option for at-risk afterschool care centers.</p> <p><sup>2</sup> At-risk afterschool programs and emergency shelters may need to serve larger portions to children ages 13 through 18 to meet their nutritional needs.</p> <p><sup>3</sup> Must serve unflavored whole milk to children age 1.</p> <p><sup>4</sup> Must serve unflavored milk to children 2 through 5 years old. The milk must be fat-free, skim, low-fat, or 1 percent or less.</p> <p><sup>5</sup> May serve unflavored or flavored milk to children ages 6 and older. The milk must be fat-free, skim, low-fat, or 1 percent or less.</p> <p><sup>6</sup> Alternate protein products must meet the requirements in Appendix A to Part 226.</p> <p><sup>7</sup> Yogurt may be regular or soy, plain or flavored, unsweetened or sweetened. Through September 30, 2025, yogurt must contain no more than 23 grams of total sugars per 6 ounces. By October 1, 2025, yogurt must contain no more than 12 grams of added sugars per 6 ounces (2 grams of added sugars per ounce).</p> <p><sup>8</sup> Juice must be pasteurized. Full-strength juice may only be offered to meet the vegetable or fruit requirement at one meal or snack, per day. A vegetable may be offered to meet the entire fruit requirement. When two vegetables are served at lunch or supper, two different kinds of vegetables must be served.</p> <p><sup>9</sup> Must serve at least one whole grain-rich serving, across all eating occasions, per day. Grain-based desserts may not be used to meet the grains requirement. Through September 30, 2025, breakfast cereals must contain no more than 6 grams of total sugars per dry ounce. By October 1, 2025, breakfast cereals must contain no more than 6 grams of added sugars per dry ounce.</p>				

## CACFP Child Meal Patterns (cont.)

Snack				
Meal Components and Food Items <sup>1</sup>	Ages 1-2	Ages 3-5	Ages 6-12	Ages 13-18 <sup>2</sup>
<b>Fluid Milk</b>	4 fluid ounces <sup>3</sup>	4 fluid ounces <sup>4</sup>	8 fluid ounces <sup>5</sup>	8 fluid ounces <sup>5</sup>
<b>Meat/meat alternates</b> (ounce equivalent = oz eq)				
Lean meat, poultry, or fish	1/2 oz eq	1/2 oz eq	1 oz eq	1 oz eq
Tofu, soy product, or alternate protein products <sup>6</sup>	1/2 oz eq	1/2 oz eq	1 oz eq	1 oz eq
Cheese	1/2 oz eq	1/2 oz eq	1 oz eq	1 oz eq
Large egg	1/2	1/2	1/2	1/2
Beans, peas, and lentils	1/8 cup	1/8 cup	1/4 cup	1/4 cup
Peanut butter or soy nut butter or other nut or seed butters	1 tbsp	1 tbsp	2 tbsp	2 tbsp
Yogurt <sup>7</sup>	2 oz eq or 1/4 cup	2 oz eq or 1/4 cup	4 oz eq or 1/2 cup	4 oz eq or 1/2 cup
Peanuts, soy nuts, tree nuts, or seeds	1/2 oz eq	1/2 oz eq	1 oz eq	1 oz eq
<b>Vegetables<sup>8</sup></b>	1/2 cup	1/2 cup	3/4 cup	3/4 cup
<b>Fruits<sup>8</sup></b>	1/2 cup	1/2 cup	3/4 cup	3/4 cup
<b>Grains<sup>9</sup></b>				
Whole grain-rich or enriched bread	1/2 oz eq	1/2 oz eq	1 oz eq	1 oz eq
Whole grain-rich or enriched bread product, such as biscuit, roll, or muffin	1/2 oz eq	1/2 oz eq	1 oz eq	1 oz eq
Whole grain-rich, enriched or fortified cooked breakfast cereal, cereal grain, and/or pasta	1/4 cup	1/4 cup	1/2 cup	1/2 cup
Whole grain-rich, enriched or fortified ready-to-eat breakfast cereal (dry, cold)				
Flakes or rounds	1/2 cup	1/2 cup	1 cup	1 cup
Puffed cereal	3/4 cup	3/4 cup	1 1/4 cup	1 1/4 cup
Granola	1/8 cup	1/8 cup	1/4 cup	1/4 cup

<sup>1</sup> Must serve two of the five components for a reimbursable snack. Milk and juice may not be served as the only two items in a reimbursable snack.  
<sup>2</sup> At-risk afterschool programs and emergency shelters may need to serve larger portions to children ages 13 through 18 to meet their nutritional needs.  
<sup>3</sup> Must serve unflavored whole milk to children age 1.  
<sup>4</sup> Must serve unflavored milk to children 2 through 5 years old. The milk must be fat-free, skim, low-fat, or 1 percent or less.  
<sup>5</sup> May serve unflavored or flavored milk to children ages 6 and older. The milk must be fat-free, skim, low-fat, or 1 percent or less.  
<sup>6</sup> Alternate protein products must meet the requirements in Appendix A to Part 226.  
<sup>7</sup> Yogurt may be regular or soy, plain or flavored unsweetened or sweetened. Through September 30, 2025, yogurt must contain no more than 23 grams of total sugars per 6 ounces. By October 1, 2025, yogurt must contain no more than 12 grams of added sugars per 6 ounces (2 grams of added sugars per ounce).  
<sup>8</sup> Juice must be pasteurized. Full-strength juice may only be offered to meet the vegetable or fruit requirement at one meal or snack, per day.  
<sup>9</sup> Must serve at least one whole grain-rich serving, across all eating occasions, per day. Grain-based desserts may not be used to meet the grains requirement. Through September 30, 2025, breakfast cereals must contain no more than 6 grams of total sugars per dry ounce. By October 1, 2025, breakfast cereals must contain no more than 6 grams of added sugars per dry ounce.

# Sample Shopping List

Date: \_\_\_\_\_

Groceries					
Produce	Meat	Bread/ Cereal/Pasta	Canned Goods	Spices/ Condiments	Cooking/ Baking
Dairy	Frozen	Box	Snacks	Beverages	Other





## Is It a Bargain?

**INSTRUCTIONS:** If Brand A cereal and the generic (store brand) cereal are of equal nutritional value and the children like both cereals, determine which is the better buy: Brand A with \$1 off coupon or the generic cereal.

**Brand A**  
\$1 off  
22 oz only

**Generic Cereal**  
\$0 off  
24 oz only

<b>PRODUCT</b> Size	Price	Price with Coupon	(÷)	Total Ounces	Price per Ounce
Brand A	\$3.29	\$_____	(÷)	22 oz	\$_____
Generic Cereal	\$1.99	\$_____	(÷)	24 oz	\$_____

## Is It a Bargain? Answer Key

**INSTRUCTIONS:** If Brand A cereal and the generic (store brand) cereal are of equal nutritional value and the children like both cereals, determine which is the better buy: Brand A with \$1 off coupon or the generic cereal.

<b>Brand A</b> \$1 off 22 oz only	<b>Generic Cereal</b> \$0 off 24 oz only
---	--

PRODUCT	Size	Price	Price with Coupon	(÷)	Total Ounces	Price per Ounce
Brand A		\$3.29	\$2.29	(÷)	22 oz	\$0.10
Generic Cereal		\$1.99	\$1.99	(÷)	24 oz	\$0.08

### Answer Guide:

Generic cereal is about \$0.02 less per ounce. To determine the price per ounce, divide the price by the number of ounces.

$$2.29 \div 22 = .10$$

Does \$0.02 make a difference?

If you use 100 oz of cereal per week, in 52 weeks, you would use 5,200 oz.

$$5,200 \text{ oz} \times \$0.02 = \$10 \text{ per year savings}$$

What if you used only 20 oz of this cereal per week?

$$20 \text{ oz} \times 52 \text{ weeks} = 1,040 \text{ oz}$$

$$1,040 \text{ oz} \times \$0.02 = \$ 20.80 \text{ per year}$$

## Buying in Bulk

**INSTRUCTIONS:** Read the case study below. Use the information in the chart to calculate the unit price for each item. Then determine if each item is a good buy at the warehouse, and indicate yes or no in the column titled “Good Buy?”.

### Case Study

BBB Child Care serves eight children aged 2–5 years old. About half of the children eat breakfast and all eat lunch each day. Meals are prepared in a small kitchen. A small pantry holds dry goods. A refrigerator and freezer hold cold and frozen items. The owner of BBB Child Care is going to the bulk warehouse to buy food. She buys the items listed below. Compare the prices and determine if she found good buys or poor buys at the warehouse store. Assume that all brands, quality, sizes, and nutritional values are equal.

**FORMULA:** Price  $\div$  Size = Unit Price

**EXAMPLE:** For example, if a 24 oz box of crackers costs \$3.00, the unit price is  $3.00 \div 24 = 0.125$ , or about \$0.13 per oz.

Item	Products from Warehouse					Similar Products from a Grocery Store			
	Price		Size	Unit Price	Good Buy? (Yes or No)	Price		Size	Unit Price
Paper Towels	\$13.92	$\div$	24 rolls/ pack	\$		\$2.94	$\div$	3 roll/pack	\$
Eggs	\$1.64	$\div$	2 dozen	\$		\$1.19	$\div$	1 dozen	\$
Cereal	\$8.00	$\div$	100 oz	\$		\$1.98	$\div$	22 oz	\$
Apples, Fresh	\$8.50	$\div$	10 lbs	\$		\$2.94	$\div$	3 lbs	\$



## Buying in Bulk Answer Key

**Instructor's Note:** The table below indicates the unit price for each item and whether it is a good buy. Additional considerations when buying in bulk are included below the table.

**INSTRUCTIONS:** Read the case study below. Use the information in the chart to calculate the unit price for each item. Then determine if each item is a good buy at the warehouse, and indicate yes or no in the column titled "Good Buy?"

### Case Study

BBB Child Care serves eight children aged 2–5 years old. About half of the children eat breakfast and all eat lunch each day. Meals are prepared in a small kitchen. A small pantry holds dry goods. A refrigerator and freezer hold cold and frozen items. The owner of BBB Child Care is going to the bulk warehouse to buy food. She buys the items listed below. Compare the prices and determine if she found good buys or poor buys at the warehouse store. Assume that all brands, quality, sizes, and nutritional values are equal.

**FORMULA:** Price  $\div$  Size = Unit Price

**EXAMPLE:** For example, if a 24 oz box of crackers costs \$3.00, the unit price is  $3.00 \div 24 = 0.125$ , or about \$0.13 per oz.

Item	Products from Warehouse					Similar Products from a Grocery Store			
	Price		Size	Unit Price	Good Buy? (Yes or No)	Price		Size	Unit Price
Paper Towels	\$13.92	$\div$	24 rolls/ pack	\$0.58	Yes	\$2.94	$\div$	3 roll/pack	\$0.98
Eggs	\$1.64	$\div$	2 dozen	\$0.82/ dozen	Maybe	\$1.19	$\div$	1 dozen	\$1.19/ dozen
Cereal	\$8.00	$\div$	100 oz	\$0.08	Maybe	\$1.98	$\div$	22 oz	\$0.09
Apples, Fresh	\$8.50	$\div$	10 lbs	\$0.85	Maybe	\$2.94	$\div$	3 lbs	\$0.98

**Additional Considerations:**

- The paper towels are about 40% less per roll at the warehouse. However, storage may be a problem.
- The eggs are also about 30% less at the warehouse, but eggs have a shelf life. Consider if the eggs will be used before the expiration date. The menu will indicate total usage of eggs per week.
- The cereal is \$0.01 less per ounce. Cereal tends to grow stale over time. Children may expect a choice of cereals or different cereals each day. Use the menu to determine usage.
- Ten pounds of apples is a lot of apples if you are planning to serve them raw. Apples can be stored in the refrigerator, but they take up a lot of space. Use the menu to determine usage.

# Better Buy Grocery Game

**INSTRUCTIONS:** Below are three scenarios. Follow along with the instructor and circle the best answer: option A, B, or C. Choose A if you think A is the only correct answer, choose B if you think B is the only correct answer, and choose C if you think that either A or B could be correct, depending on the situation.

## Scenario 1

- A. Brand name item
- B. Generic brand of the same item
- C. Either

## Scenario 2

- A. Large box of an item
- B. Small box of the same item
- C. Either

## Scenario 3

- A. Box of macaroni and cheese
- B. Macaroni and cheese made from scratch
- C. Either



# Better Buy Grocery Game Answer Key

**Instructor's Note:** Answers appear below, after each scenario.

**INSTRUCTIONS:** Below are three scenarios. Follow along with the instructor and circle the best answer: option A, B, or C. Choose A if you think A is the only correct answer, choose B if you think B is the only correct answer, and choose C if you think that either A or B could be correct, depending on the situation.

## Scenario 1

- A. Brand name item
- B. Generic brand of the same item

### **C. Either**

Answer: C. Explain that either choice could be correct. Explain that sometimes brand name items go on sale, coupons are available, or both, making the brand name cheaper items than the generic.

## Scenario 2

- A. Large box of an item
- B. Small box of the same item

### **C. Either**

Answer: C. Explain that either choice could be correct. Explain that it is important to check the unit price (price per ounce, price per item in the box, etc.) to determine which is cheaper. Most grocery stores list the unit price on the shelf tag along with the price of the item. If not, divide the number of units by the total price to get the unit price. For example, if a 24 oz box of crackers costs \$3.00, the unit price is  $3.00 \div 24 = 0.125$ , or about \$0.13 per oz.

## Scenario 3

- A. Box of macaroni and cheese
- B. Macaroni and cheese made from scratch

### **C. Either**

Answer: C Explain that either of these answers could be correct. Explain that a  $\frac{1}{4}$  cup serving of boxed macaroni and cheese costs approximately \$0.10. The same serving of homemade macaroni and cheese costs about \$0.25. However, homemade macaroni and cheese is usually a healthier alternative, especially if you use reduced-fat cheese and whole wheat pasta.



## Lesson 3: Pre-/Post-Assessment

**INSTRUCTIONS:** Place an identifier, such as a letter or a number, on the top right corner of the page. Read each question and all of the possible answers. Then circle the best answer.

1. All of the following are advantages to using convenience items, EXCEPT
  - a. convenience items save time.
  - b. convenience items provide product consistency.
  - c. convenience items use less labor.
  - d. convenience items are always more nutritious.
  
2. What is a cycle menu?
  - a. a series of menus planned for a period of time
  - b. menus that use monthly themes
  - c. menus that have the same things for lunch everyday
  - d. a series of menus used for different age groups
  
3. What should you consider when making a shopping list?
  - a. your menu
  - b. food you have on hand
  - c. store layout
  - d. all of the above
  
4. The unit price of an item is found \_\_\_\_\_.
  - a. on the front of the box
  - b. on grocery store shelves
  - c. on the back of the box
  - d. at the front of the aisle
  
5. In a cycle menu, which part of the meal should you plan first?
  - a. vegetable
  - b. grain
  - c. main dish
  - d. dessert

## Answers to the Lesson 3: Pre-/Post-Assessment

**Instructor's Note:** The correct answers are underlined below.

**INSTRUCTIONS:** Place an identifier, such as a letter or a number, on the top right corner of the page. Read each question and all of the possible answers. Then circle the best answer.

1. All of the following are advantages to using convenience items, EXCEPT
  - a. convenience items save time.
  - b. convenience items provide product consistency.
  - c. convenience items use less labor.
  - d. convenience items are always more nutritious.**
  
2. What is a cycle menu?
  - a. a series of menus planned for a period of time**
  - b. menus that use monthly themes
  - c. menus that have the same things for lunch everyday
  - d. a series of menus used for different age groups
  
3. What should you consider when making a shopping list?
  - a. your menu
  - b. food you have on hand
  - c. store layout
  - d. all of the above**
  
4. The unit price of an item is found \_\_\_\_\_.
  - a. on the front of the box
  - b. on grocery store shelves**
  - c. on the back of the box
  - d. at the front of the aisle
  
5. In a cycle menu, which part of the meal should you plan first?
  - a. vegetable
  - b. grain
  - c. main dish**
  - d. dessert

## Lesson 4: Food Safety Fundamentals

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## Lesson-at-a-Glance

Time	Topic	Activity	Materials
10 minutes	Introduction to the Lesson	Lesson 4: Pre-Assessment Food Safety Myth or Fact	Participant's Workbook
<b>Objective 1: Define "foodborne illness" and list its causes.</b>			
15 minutes	Foodborne Illness		Participant's Workbook
<b>Objective 2: Demonstrate the practical techniques for keeping food safe.</b>			
20 minutes	Clean Separate Cook Chill	Personal Hygiene Gallery Walk: Prevention Cross Contamination How Long Is Too Long?	Participant's Workbook Calculators Chart paper Markers 3 x 5 inch index cards with the following personal hygiene practice areas written on them: Handwashing, Attire, Fingernails, Jewelry, Wounds and Sores, Hair, Tasting Food
<b>Objective 3: Apply food safety knowledge to grocery shopping and food storage.</b>			
10 minutes	Food Safety in the Grocery Store	Grocery Store Safety	Participant's Workbook
<b>Conclusion</b>			
5 minutes	Conclusion	Find the Safety Mistake Lesson 4: Post-Assessment	Participant's Workbook
<b>60 minutes</b>			



# Lesson 4: Food Safety Fundamentals

## Introduction

**SHOW SLIDE:** Lesson 4: Food Safety Fundamentals

**DO:**

As participants arrive, have them sign the sign-in sheet and distribute the Participant's Workbooks.

**SAY:**

Welcome to Food Safety Fundamentals. Turn to the **Lesson 4: Pre-Assessment** in your Participant's Workbook. You will have 5 minutes to complete the assessment. The assessment is designed to measure your current knowledge of this subject. Answer the questions to the best of your knowledge.

**DO:**

Ask the participants to place an identifier on the top right corner of the page. State the same identifier will be used at the conclusion of the lesson on the **Lesson 4: Post-Assessment**. The identifier should be something simple and easily remembered by the participant. Give participants 5 minutes to complete the pre-assessment. Collect completed pre-assessments before beginning the lesson. (The **Answers to the Lesson 4: Pre-/Post-Assessment** can be found at the end of the lesson in the Instructor's Manual and in the Appendix of the Participant's Workbook.)

**SAY:**

Please find in your Participant's Workbook the **Food Safety Fundamentals Note Page**. You can use the note page to take notes as we go through the lesson.

**DO:**

**(Workbook Activity) Food Safety Myth or Fact**

**Materials Needed:** **Food Safety Myth or Fact** worksheet in the Participant's Workbook and **Food Safety Myth or Fact Answer Key** in the Supporting Documents section of the Instructor's Manual.

**SAY:**

To start, let's turn in your Participant's Workbook to the **Food Safety Myth or Fact** worksheet. Read each statement. Decide if it is a food safety myth or fact, and then check the appropriate box. If you think it is a myth, use the space under the statement to explain proper food safety practices to use in the particular situation. The first item has been done for you as an example.

**DO:**

Read the first example together as a class. Give participants 5 minutes to complete the worksheet. Then review the answers with the class using the **Food Safety Myth or Fact Answer Key**.

**Objective 1: Define “foodborne illness” and list its causes.**

### **SHOW SLIDE: Foodborne Illness**

#### **SAY:**

Foodborne illness (sometimes called foodborne disease, foodborne infection, or food poisoning) is a common, yet preventable, health problem. The Centers for Disease Control and Prevention (CDC) estimate that roughly 1 in 6 Americans, or 48 million people, get sick every year from foodborne illnesses. Of those, 128,000 are hospitalized and 3,000 die.

Many different disease-causing microbes or pathogens can contaminate foods, so there are many different types of foodborne infections. In addition, poisonous chemicals or other harmful substances can cause foodborne illnesses if they are present in food.

### **SHOW SLIDE: 5 Most Common Pathogens**

#### **SAY:**

There are five common pathogens that account for most of the foodborne illness, hospitalization, and death in the United States. They are Norovirus, Salmonella, Shigella, Hepatitis A, and E. coli.

### **SHOW SLIDE: People at Risk**

#### **SAY:**

Some people are at higher risk of getting a foodborne illness than others: infants and children; seniors; pregnant women; and those who are sick, injured, or have with compromised immune systems. In addition, anyone who has taken antibiotics in the past few months is at risk of becoming sick from foodborne illness. Young children are especially at risk for having foodborne illnesses because their bodies and immune systems are still developing. Because you care for children every day in your family child care program, it is important that you understand foodborne illness and steps to prevent it.

### **SHOW SLIDE: Conditions for Pathogen Growth**

#### **SAY:**

Foodborne illness is caused by the introduction of pathogens into food with the proper conditions for growth. Most foodborne pathogens need food, low acid, time (more than 4 hours), temperatures between 40°F and 140°F, oxygen, and moisture to grow and multiply.

### **SHOW SLIDE: Top Factors that Contribute to Foodborne Illness**

#### **SAY:**

The CDC has identified the top five factors that contribute to foodborne illness.

1. Improper hot or cold holding temperatures of potentially hazardous foods (Time/Temperature Control for Food Safety)
2. Improper cooking temperatures
3. Contaminated utensils and equipment
4. Poor employee health and/or hygiene
5. Food from unsafe sources



## Objective 2: Demonstrate the practical techniques for keeping food safe.

### SHOW SLIDE: Steps to Food Safety

#### SAY:

Today we are going to talk about ways that you can decrease the likelihood of foodborne illness in your family child care program. When we talk about food safety, there are four simple steps you can follow to make sure the food you serve is safe. The steps are clean, separate, cook, and chill.

First, we will discuss “clean.” An important component of the “clean” step is personal hygiene, and good hygiene starts with good handwashing.

### SHOW SLIDE: Handwashing and Germs

#### SAY:

Handwashing is the most important way to prevent the spread of germs and illness in child care. Caregivers and children need to wash their hands often. How, where, and when hands are washed can help keep germs away.

#### DO:

Refer the participants to the **Handwashing Procedures** handout in their Participant’s Workbook and review it together.

#### SAY:

Good hygiene also includes many other things. We are going to do an activity to help review other important aspects of good personal hygiene when we are preparing food.

#### DO:

### (Workbook Activity) Personal Hygiene

**Materials Needed: Personal Hygiene** handout in the Participant’s Workbook; 7 index cards (3 x 5 inch) with the following personal hygiene practice areas written on them: 1) Hair, 2) Attire, 3) Jewelry, 4) Handwashing, 5) Fingernails, 6) Tasting Food, and 7) Wounds and Sores

#### ASK:

Ask participants to open to the **Personal Hygiene** handout in their Participant’s Workbook. Then, complete the following steps.

1. Divide participants into seven groups by asking them to count off (1-7). If you have a small group, divide into pairs so that more topics are covered.
2. Distribute one index card to each group.
3. Explain that each group is being assigned one area of personal hygiene. Group members are asked to identify key procedures related to the area assigned and create a slogan that represents their area. For example, the slogan for the “hair” group could be, “Keep your hair in a knot. Keep it clean; that helps a lot.”

4. Have each group share their slogans. Ask participants from other groups to share additional thoughts.

**Instructor's Note:** If you have a very large group, divide the entire class into seven sections, and assign each section one of the seven personal hygiene areas. Then, have participants in each section work in groups of four (or whatever number works the best for your group) to create a slogan for their assigned personal hygiene area. (This means you will have several small groups working on each personal hygiene area.) Provide seven pieces of chart paper at the front of the room and label each with one of the seven personal hygiene areas. As the groups finish their slogans, ask one person from each group to come and write the slogan on the chart paper that matches the assigned personal hygiene area. You will have several slogans for each area. When everyone has finished, read all of the slogans to the group.

**SAY:**

In addition to personal hygiene, it is important to keep everything else that touches your food clean.

**DO:**

Refer the participants to the **Keeping It Clean** handout in their Participant's Workbook. Review the handout with the class.

**SAY:**

Now we will move on to the second step in food safety, "separate." Cross contamination is a major cause of foodborne illness. One way to prevent cross contamination is to separate products. For example, you can separate raw food from cooked food, and you can store chemicals in a location separate from food.

**ASK:**

What are some ways that food might become contaminated in your family child care home?

**DO:**

List answers on a chart paper and thank them for their answers.

**SHOW SLIDE: Methods of Cross Contamination**

**SAY:**

There are four major ways in which food may become contaminated. The first is **hand-to-food** contamination, which can happen when hands are not washed properly or gloves are not properly used. Next is **food-to-food** contamination that can occur when food in the refrigerator is not wrapped properly or when raw food is stored over cooked food. **Equipment-to-food** contamination happens when equipment is not cleaned and sanitized properly. Lastly, **chemical-to-food** contamination occurs when chemicals are not properly removed from work surfaces or when a chemical gets spilled into food.

**DO:**

**(Workbook Activity) Gallery Walk: Preventing Cross Contamination**

**Materials Needed:** Preventing Cross Contamination worksheet in the Participant's Workbook, chart paper, markers, and painter's tape

**SAY:**

**Instructions:** Now we will discuss ways that you or your assistant(s) can minimize cross contamination in your child care program. Turn to the **Preventing Cross Contamination** worksheet in your Participant's Workbook to use as a reference during this activity.

**DO:**

1. Divide participants into four groups by using the four types of contamination to count off: hand-to-food, food-to-food, equipment-to-food, and chemical-to-food.
2. Ask each group to take one sheet of chart paper and write the type of contamination they were assigned at the top.
3. Ask each group to write down two or three ways to avoid the type of contamination they have been assigned and then post their chart paper on the wall. Allow 2-3 minutes to complete this part of the activity.
4. Ask each group to do a gallery walk. To do the gallery walk, each group will rotate around the room until they have viewed the responses of the other three groups. As they rotate, ask them to add any new items that come to mind. Allow 4-6 minutes to complete this part of the activity.
5. Do a short overview, making sure that all the points on the **Preventing Cross Contamination** worksheet are covered.

**SAY:**

You have identified some really good methods that you can use to avoid cross contamination. It is important that these methods be implemented by all family child care staff.

**Instructor's Note:** If you have a very large group, divide the entire group into four sections. Assign each group one of the four types of contamination. Have participants work in pairs to write down two or three ways to avoid the type of contamination their section has been assigned. Then using a chart paper, go through each type of contamination and ask participants to share their answers. Write answers on the chart paper.

**SAY:**

As we have discussed, storing food properly is one way to avoid cross contamination. Often, refrigerator storage space is limited and many types of food are stored in the same refrigerator. When that occurs, the placement of food in the refrigerator unit is extremely important. Items that will not be cooked should be on the top shelf. The next shelf is for food that will be cooked to 140 °F, like precooked items. Then below that shelf should be items that will be cooked to 145 °F, like beef roast. The next shelf should include items that will be cooked to 160 °F, like ground beef. On the bottom shelf should be food that will be cooked to 165 °F, like raw poultry. The end-point cooking temperature is higher for the foods at the bottom of the refrigerator, and the cooking temperature will kill pathogens associated with foods on the next higher shelf should cross contamination occur.

**DO:**

Refer participants to **Safe Refrigerator Shelves** handout in their Participant's Workbook.

**SAY:**

The third step in food safety is "cook." You cannot tell when food is done simply by checking the color and texture. There is no way to be sure the food is safe except by using a thermometer. If you do not already have a thermometer, you should purchase one.

**Instructor's Note:** Refer participants to **Types of Thermometers** handout in the Participant's Workbook for more information about different types of thermometers.

**SHOW SLIDE: Using a Thermometer**

**DO:**

Refer participants to **Calibrating Thermometers in Child Care** handout in their Participant's Workbook.

**SAY:**

To accurately use a thermometer, place it in the thickest part of the food making sure not to touch bone, fat, or gristle. Wait the amount of time recommended for the thermometer being used. Then, compare your thermometer reading to the minimum cooking temperature recommendation to be sure it reaches a safe temperature.

It is important to calibrate your thermometers on a regular basis, when they are dropped, and when they appear not to be functioning properly. Calibrating the thermometer ensures the thermometer is working properly and measuring temperatures correctly.

**SHOW SLIDE: Important Cooking Temperatures**

**DO:**

Refer participants to the **Recommended Minimum Internal Cooking Temperatures** handout in their Participant's Workbook.

**SAY:**

Recommended minimum internal cooking temperatures are your guide to ensuring foods are safe to serve during mealtimes. There are four key temperatures to remember: 165 °F (raw poultry), 160 °F (ground beef), 145 °F (roast beef), and 140 °F (precooked items). Cooking foods to the recommended minimum internal cooking temperature ensures that harmful bacteria are destroyed, assisting in the prevention of foodborne illnesses.

When preparing fresh beef, veal, lamb, pork, and ham, note that it requires rest time. "Rest time" is the period of time (3 minutes) the meat remains at the final temperature, after being removed from the heat source. This time is very important because when the meat is removed from the heat source, the temperature remains the same or continues to rise, which destroys harmful bacteria. After the meat has rested for a minimum of three minutes, check the temperature to be sure it has reached the recommended minimum internal cooking temperature of 145 °F.

When reheating foods, refer to the **Recommended Minimum Internal Cooking Temperatures** handout in your Participant's Workbook for the appropriate temperatures. If you are reheating leftovers, it is important to heat them to a temperature of 165 °F for 15 seconds to kill harmful bacteria (regardless of the temperature you used to originally cook the food). When you reheat foods, stir the food throughout the process and cover with a lid.

**SHOW SLIDE: Danger Zone**

**SAY:**

The final step is “chill.” In this step, it is important to keep in mind the “Temperature Danger Zone,” which is between 40 °F and 140 °F. This is the temperature range in which bacteria that cause foodborne illness multiply most quickly. You should try to keep food above or below the “Temperature Danger Zone” temperatures. To do this, you should refrigerate your food promptly and properly.

**SHOW SLIDE: Chill**

**SAY:**

Cold temperatures slow the growth of illness-causing bacteria. Refrigerate perishable food and leftovers within 2 hours. Remember to divide leftovers into several clean, shallow containers (no more than 2 inches thick) to allow them to chill faster.

Keep the refrigerator at 40 °F or below. Keep the freezer at 0 °F or below. Use thermometers designed for each location and check the temperatures regularly according to your local health department's recommendations or policies.

**Instructor's Note:** Refer to the **Types of Thermometers** handout in the Participant's Workbook for more information on refrigerator and freezer thermometers.

**SAY:**

Another important part of the chill step is to thaw food properly. Never thaw or marinate food on the counter tops because bacteria grow rapidly at room temperatures. You can thaw food in the refrigerator (refer to **Safe Refrigerator Shelves** handout in the Participant's Workbook for safe storage locations in the refrigerator during thawing), under running water, or in the microwave. Cook meat, poultry, egg casseroles, and fish immediately after defrosting in the microwave oven because some areas of the frozen food may begin to cook during the defrosting time. Do not hold partially cooked food to use later.

Finally, know when to throw food out. Many times, you cannot look at or smell a food and know whether harmful bacteria have started growing in your leftover or refrigerated foods. Be sure you throw out food according to the **Storage Times for the Refrigerator and Freezer** handout, which can be found in your Participant's Workbook.

**DO:**

**(Workbook Activity) How Long Is Too Long?**

**Materials Needed:** **How Long Is Too Long?** worksheet and **Storage Times for the Refrigerator and Freezer** handout in the Participant's Workbook, and **How Long Is Too Long? Answer Key** in the Supporting Documents section of the Instructor's Manual

**SAY:**

Turn to the **How Long Is Too Long?** worksheet in your Participant's Workbook. There you will see a chart; it lists foods that are stored at the ABC Family Child Care. Read the description of each item and the time in storage. Then decide if you think the product would be safe to use, be potentially unsafe, or has spent too long in storage. You can use the **Storage Times for the Refrigerator and Freezer** handout that is in your Participant's Workbook. Write your answer in the last column.

**DO:**

Give participants 3-5 minutes to complete the worksheet. Then review the answers with the class using the **How Long Is Too Long? Answer Key**.

**Objective 3: Apply food safety knowledge to grocery shopping and food storage.**

**SHOW SLIDE: Grocery Store Safety**

**SAY:**

It is important to apply the principles of clean, separate, and chill when you are grocery shopping to keep the food you are purchasing safe. For example, wash reusable grocery bags each time you shop. Separate foods by placing raw meat, poultry, and seafood in plastic bags and keeping hazardous foods separate from ready-to-eat foods in your shopping cart. Finally, for the chill principle, select cold foods last in your shopping trip and keep a cooler in your car to transport perishable foods.

**DO:**

**(Workbook Activity) Grocery Store Safety**

**Materials Needed:** **Grocery Store Safety** worksheet in the Participant's Workbook and, **Grocery Store Safety Answer Key** in the Supporting Documents section of the Instructor's Manual.

**SAY:**

Turn to the **Grocery Store Safety** worksheet in your Participant's Workbook to see more food safety tips for shopping and storing food. Read each statement and decide if it follows the food safety steps: clean, separate, chill, or other. Then, write "CL" if it follows the clean step, "S" for separate, "CH" for chill and "O" for other good food safety practices. The first item has been completed for you.

**DO:**

Give the participants 5 minutes to finish the worksheet, and then review it together using the answer key.

## Conclusion

### DO:

**(Workbook Activity) Find the Safety Mistake**

**Materials Needed:** **Find the Safety Mistake** worksheet in the Participant's Workbook and **Find the Safety Mistake Answer Key** in the Supporting Documents section of the Instructor's Manual.

### SAY:

Now we will have a chance to apply all of the food safety skills we just discussed. Turn to the **Find the Safety Mistake** worksheet in your Participant's Workbook. You will see the scenario featuring Ms. Maria and Ms. Anna. They work in a family child care program. From what you learned today, underline the food safety mistakes you see in the story.

### DO:

Give the participants 5 minutes to complete the worksheet, and then review it as a class using the **Find the Safety Mistake Answer Key**.

### SHOW SLIDE: Questions

### SAY:

This lesson has provided you with strategies for preventing foodborne illnesses in your family child care program. Are there any questions before we complete the post-assessment? Please take a few minutes to do the **Lesson 4: Post-Assessment** in your Participant's Workbook. Remember to add the same identifier to the top right corner of the assessment.

### DO:

Give participants 5 minutes to take the **Lesson 4: Post-Assessment**. Ask participants to score their own assessments as you review the correct answers using the **Answers to Lesson 4: Pre-/Post-Assessment**. Collect the assessments.





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# Food Safety Fundamentals Note Page

**INSTRUCTIONS:** Use the note page to take notes you may find useful in your family child care program.

**Introduction:**

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**Objective 1:** Define “foodborne illness” and list its causes.

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**Objective 2:** Demonstrate the practical techniques for keeping food safe.

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**Objective 3:** Apply food safety knowledge to grocery shopping and food storage.

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**Conclusion:**

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## Food Safety Myth or Fact

**INSTRUCTIONS:** Read each statement. Decide if it is a food safety myth or fact, and then check the appropriate box. If it is a myth, use the space under the statement to explain proper food safety practices to use in the particular situation. The first item has been done for you as an example.

Situation	Myth	Fact
1. Always put cooked meat back on a plate that held the raw meat.  Solution: Germs from the raw meat can spread to the cooked meat. Always use separate plates for raw meat and cooked meat. The same rule applies to poultry and seafood.	<b>X</b>	
2. Put food on the counter top to thaw it.		
3. Do not wash meat or poultry before cooking.		
4. Let food cool completely before you put it in the refrigerator.		
5. Do not wash your fruits and vegetables if you are going to peel them.		
6. Under cook meat, poultry, or eggs because it keeps them tender.		
7. Wash your hands for 20 seconds.		

## Food Safety Myth or Fact Answer Key

**Instructor's Note:** Answers to the activity appear in the chart below.

**INSTRUCTIONS:** Read each statement. Decide if it is a food safety myth or fact, and then check the appropriate box. If it is a myth, use the space under the statement to explain proper food safety practices to use in the particular situation. The first item has been done for you as an example.

Situation	Myth	Fact
<p>1. Always put cooked meat back on a plate that held the raw meat.</p> <p>Solution: Germs from the raw meat can spread to the cooked meat. Always use separate plates for raw meat and cooked meat. The same rule applies to poultry and seafood.</p>	X	
<p>2. Put food on the counter top to thaw it.</p> <p>Solution: Harmful germs can multiply rapidly at room temperature. Thaw food safely: in the refrigerator, in cold water, in the microwave.</p>	X	
<p>3. Do not wash meat or poultry before cooking.</p> <p>Explanation: Washing raw meat or poultry can spread bacteria to your sink, countertops, and other surfaces in your kitchen. Don't wash meat, poultry, or eggs.</p>		X
<p>4. Let food cool completely before you put it in the refrigerator.</p> <p>Solution: Illness-causing bacteria can grow in perishable foods within 2 hours unless you refrigerate them. Refrigerate perishable foods within 2 hours (or within 1 hour if the temperature is over 90° F).</p>	X	
<p>5. Do not wash your fruits and vegetables if you are going to peel them.</p> <p>Solution: Because it's easy to transfer bacteria from the peel or rind to the inside of your fruits and veggies when cutting, it's important to wash all produce, even if you plan to peel it.</p>	X	
<p>6. Under cook meat, poultry, or eggs because it keeps them tender.</p> <p>Solution: Cooked food is safe only after it has been cooked to a high enough temperature to kill harmful bacteria. Use the Safe Minimum Cooking Temperatures Chart and a food thermometer.</p>	X	
<p>7. Wash your hands for 20 seconds.</p> <p>Explanation: Germs on your hands can contaminate the food that you or others eat. Wash hands the right way—for 20 seconds with soap and running water.</p>		X

# Handwashing Procedures

## How to Wash Hands

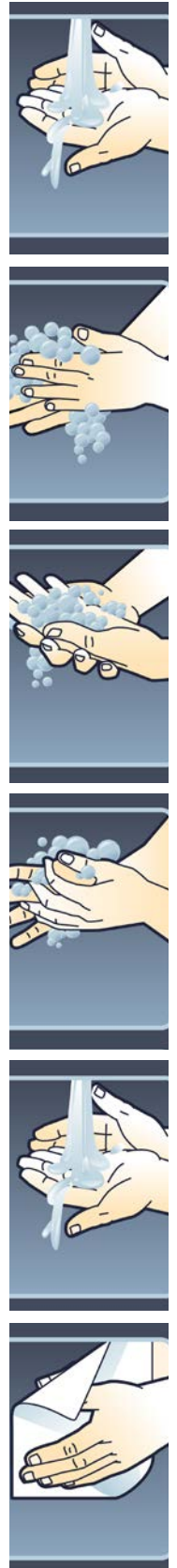
- Use soap and warm, running water. Liquid soap is best. Bar soap can be a source of germs. Check with your health or licensing agency about soap requirements.
- Rub hands together to make a lather and scrub well for 20 seconds. Scrub the backs of your hands, between your fingers, and under your nails. Sing or hum the “Birthday Song” or “ABC Song” from beginning to end two times and you will have washed for 20 seconds. This is a good way to help children learn how long to wash their hands.
- Rinse hands thoroughly under running water.
- Dry hands with a paper towel and use it to turn off faucets; throw away the paper towel. Cloth towels can spread germs when used more than once.

## Where to Wash Hands

- Wash hands at the bathroom sink when possible. To allow for supervision, hands may be washed in the kitchen sink, but the sink must be sanitized immediately after handwashing.
- Keep liquid soap and paper towels near the handwashing sink.
- Have a step stool for children if the sink is not positioned at child’s height.

## When to Wash Hands

- Wash hands anytime you are not sure hands are clean.
- Wash hands anytime hands come into contact with body fluids.
- Wash hands after you handle raw food, especially meat, chicken, or fish.
- Wash hands before, during, and after preparing food.
- Wash hands before you prepare, handle, or feed bottles of infant formula or breast milk to an infant.
- Wash hands before setting the table or sitting down to eat.
- Wash hands after you eat, drink, or smoke.
- Wash hands after diapering a child or cleaning up a child who has used the restroom.
- Wash hands after you change a bandage or give any kind of first aid to a child or adult.
- Wash hands after you use the toilet.
- Wash hands after you sneeze, use a tissue, or help a child to do so.
- Wash hands after you cough or cover your mouth with your hand.
- Wash hands after touching garbage.
- Wash hands after you play with, feed, or care for pets or other animals.
- Wash hands upon arrival and departure from home.



# Personal Hygiene

**INTRODUCTION:** Good personal hygiene is an important step for food safety in your family child care program.

When preparing food for the children in your care, follow the recommendations below.

- Start your work day in good health, clean, and dressed in clean attire.
- Change apron when it becomes soiled.
- Only wear an apron when in the kitchen; remove the apron upon exiting the kitchen.
- Wash hands properly, frequently, and at the appropriate times.
- Keep fingernails trimmed, filed, and maintained.
- Avoid wearing artificial fingernails or fingernail polish.
- Do not wear any jewelry except for a plain ring with no stones such as a wedding band.
- Treat and bandage wounds and sores immediately. When hands are bandaged, wear single-use gloves to cover bandage.
- Cover any lesion with a bandage. If the lesion is on a hand or wrist, cover with an impermeable cover such as a finger cot or stall and a single-use glove.
- Eat, drink, use tobacco, or chew gum only in designated areas or rooms where food or food contact surfaces may not become contaminated.
- Wear suitable and effective hair restraints while in the kitchen.
- Taste food using the following procedures:
  - Place a small amount of food into a separate container.
  - Step away from exposed food and food contact surfaces.
  - Use a teaspoon to taste the food. Remove the used teaspoon and container to the sink.  
Never reuse a spoon that has already been used for tasting.
  - Wash hands immediately.



## Keeping It Clean

Always start preparing food with clean cutting boards, pots, pans, utensils, and counter tops.

- Wash cutting boards, dishes, utensils, and counter tops with hot soapy water after preparing each food item and before you proceed to the next. This is especially important before and after preparing raw meat, poultry, seafood, and eggs.
- Use clean towels or paper towels to wipe kitchen surfaces, counter tops, sinks, and tables. Dirty towels and sponges often collect and spread bacteria, instead of removing them.
- After washing and drying, you may choose to sanitize the food preparation surfaces with a bleach solution. Spray surfaces or immerse cutting boards and utensils with the bleach solution, and let surfaces air dry. For current recommendation on mixing bleach solution, check with your sponsoring agency.
- Do not allow books, backpacks, or other items to be placed on tables or counters where food will be prepared or served.
- Rinse all fresh fruits and vegetables just before peeling, eating, cutting, or cooking. Under running water, rub produce briskly with your hands and scrub firm-skinned fruits and vegetables with a clean produce brush to remove dirt and germs. Some vegetables like lettuce, celery, and broccoli should be broken apart before rinsing to remove dirt between the different layers.
- Before opening cans of food, wash the top of the can under clean running water.
- Do not rinse raw fish, seafood, meat, and poultry. Bacteria in these raw juices can splash and spread to other foods and surfaces. Cooking foods to appropriate temperatures will kill harmful bacteria.



# Preventing Cross Contamination

Cross contamination is the transfer of bacteria or viruses from hands-to-food, food-to-food, equipment-to-food, or chemical-to-food.

<b>Food-to-Food Cross Contamination</b>	<b>Hand-to-Food Cross Contamination</b>
<ul style="list-style-type: none"> <li>• Separate raw animal foods from ready-to-eat foods.</li> <li>• Thaw food properly.</li> <li>• Separate different types of raw animal foods, such as eggs, fish, meat, and poultry, from each other except when combined in recipes.</li> <li>• Separate unwashed fruits and vegetables from washed fruits and vegetables and other ready-to-eat foods.</li> <li>• Store chemicals away from food.</li> <li>• Store raw animal foods in the refrigerator by placing the raw animal foods on shelves in the following order of cooking temperature: whole beef or pork on top shelf, raw ground meats on middle shelf, and poultry on bottom shelf.</li> <li>• Place food in covered containers or packages except during cooling and store in the refrigerator or cooler.</li> </ul>	<ul style="list-style-type: none"> <li>• Wash hands properly, frequently, and at appropriate times.</li> <li>• Wash hands before putting on single-use gloves and change gloves between each task.</li> <li>• Cover cuts, sores, and wounds.</li> <li>• Keep fingernails short, unpolished, and clean.</li> <li>• Avoid wearing jewelry.</li> <li>• Do not handle food while sick.</li> </ul>
<b>Equipment and Food Contact Surface-to-Food Cross Contamination</b>	<b>Chemicals-to-Food Cross Contamination</b>
<ul style="list-style-type: none"> <li>• Use only dry, cleaned, and sanitized equipment and utensils for food preparation.</li> <li>• Clean and sanitize work tables, equipment, and cutting boards after each use and before beginning a new task.</li> <li>• Use separate cutting boards for different foods.</li> <li>• Clean and sanitize surfaces that are handled often, such as refrigerator and freezer handles.</li> <li>• Use only dry, cleaned, and sanitized containers for food storage.</li> <li>• Clean and sanitize shelves in the storage unit on a routine basis.</li> <li>• Cover all foods well and label and date them.</li> </ul>	<ul style="list-style-type: none"> <li>• Store all chemicals away from food products, preferably in a separate storeroom.</li> <li>• Do not use chemicals when you are preparing food.</li> <li>• Store chemicals properly.</li> <li>• Store in original containers.</li> <li>• Label containers.</li> <li>• Never use food containers for chemicals or chemical containers for food containers.</li> <li>• Use chemicals only for recommended purposes.</li> </ul>

## Safe Refrigerator Shelves

The placement of food in the refrigerator unit is extremely important. Items that will not be cooked should be on the top shelf. The next shelf is for food that will be cooked to 140 °F, like precooked items. Then below that shelf should be items that will be cooked to 145 °F, like roast beef. The next shelf should include items that will be cooked to 160 °F, like ground beef. On the bottom shelf should be food that will be cooked to 165 °F, like raw poultry. The end-point cooking temperature is higher for the foods at the bottom, and the cooking temperature will kill pathogens associated with foods on the higher shelves should cross contamination occur.

Food Category	Examples
No-Cook Foods	Birthday Cake Milk Fruits and vegetables
Cook to 140 °F	Precooked items
Cook to 145 °F	Roast beef Pork chops
Cook to 160 °F	Ground beef Sausage
Cook to 165 °F	Raw poultry



## Types of Thermometers



### Dial Oven-Safe (Bimetal)

- Reads in 1-2 minutes
- Place 2-2½ inches deep in thickest part of food
- Can be used in roasts, casseroles, and soups
- Not appropriate for thin foods
- Can remain in food during cooking
- Heat conduction of metal stem can cause false high reading
- Some models can be calibrated; check manufacturer's instructions

### Digital Instant-Read (Thermistor)

- Reads in 10 seconds
- Place at least ½ inch deep
- Gives fast reading
- Can measure temperature in thin and thick foods
- Not designed to remain in food during cooking
- Check internal temperature of food near the end of cooking time
- Some models can be calibrated; check manufacturer's instructions
- Available in “kitchen” stores



### Thermometer-Fork Combination

- Reads in 2-10 seconds
- Place at least ¼ inch deep in thickest part of food
- Can be used in most foods
- Not designed to remain in food while it is cooking
- Sensor in tine of fork must be fully inserted
- Check internal temperature of food near end of cooking time
- Cannot be calibrated
- Convenient for grilling

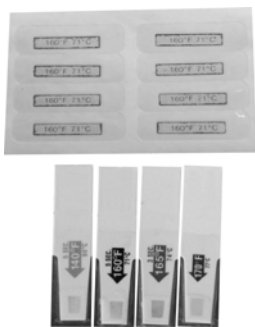
### Dial Instant-Read (Bimetal)

- Reads in 15-20 seconds
- Place 2-2½ inches deep in thickest part of food
- Can be used in roasts, casseroles, and soups
- Temperature is averaged along probe, from tip to 2-3 inches up the stem
- Cannot measure thin foods unless inserted sideways
- Not designed to remain in food during cooking
- Used to check the internal temperature of a food at the end of cooking time
- Some models can be calibrated; check manufacturer's instructions
- Readily available in stores



### Thermocouple

- Reads in 2-5 seconds
- Place ¼ inch or deeper, as needed
- Gives fastest reading
- Good for measuring temperatures of thick and thin foods
- Not designed to remain in food during cooking
- Checks internal temperature of food near the end of cooking time
- Can be calibrated
- More costly and may be difficult for consumers to find in stores



### Disposable Temperature Indicator (Single-use)

- Reads in 5-10 seconds
- Place approximately ½ inch deep (follow manufacturer's directions)
- Designed to be used only once
- Designed for specific temperature ranges
- Should only be used with food for which it is intended
- Temperature-sensitive material changes color when the desired temperature is reached

### Pop-Up

- Commonly used in turkeys and roasting chickens
- Pops up when food reaches final temperature for safety and doneness
- Checking the temperature in other parts of the food with a conventional food thermometer is recommended

### Oven Probe with Cord

- Can be used in most foods
- Can also be used outside the oven
- Designed to remain in the food during cooking in oven or in covered pot
- Base unit sits on stovetop or counter
- Cannot be calibrated



### Refrigerator and Freezer Thermometers

- Usually liquid-filled or bimetallic-coil thermometers
- Place in the front of the refrigerator/freezer in an easy-to-read location
- Check temperature regularly

Source: U.S. Department of Agriculture, Food and Safety Inspection Service. (2013). Food safety education: Types of food thermometers. Retrieved from [https://www.fsis.usda.gov/wps/portal/ffsis/topics/food-safety-education/teach-others/ffsis-educational-campaigns/thermy/types-of-food-thermometers/ct\\_index](https://www.fsis.usda.gov/wps/portal/ffsis/topics/food-safety-education/teach-others/ffsis-educational-campaigns/thermy/types-of-food-thermometers/ct_index)

# Calibrating Thermometers in Child Care

**INTRODUCTION:** Food temperatures must be checked throughout the food preparation process, and the thermometers used must be accurate. Child nutrition employees are responsible for checking the accuracy of thermometers and calibrating them.

## Here Are the Facts

Thermometers that are not calibrated will give misleading information. For example, if it registers 10 degrees higher, it will appear to be 160 °F when it is really 150 °F, which can be very dangerous because the foods may still contain harmful pathogens. If you are cooking ground beef and the thermometer registers too low, you could easily overcook food.

## Application

It is important for child nutrition employees to know when and how to calibrate bimetallic stemmed and digital (that can be calibrated) thermometers. Follow state or local health department requirements.

## CALIBRATION

### When?

Thermometers are sensitive and can lose calibration. It is important to calibrate them:

- weekly,
- when they are dropped, and
- more often if specified by local policy.

### How?

There are two methods that can be used to calibrate thermometers.

#### Ice Water Method

1. Fill a 2-quart measuring cup with ice.
2. Add water to within 1 inch of top of container.
3. Stir mixture well.
4. Let sit for one minute.
5. Place thermometer in container so that the sensing area of stem or probe is completely submerged over the dimple.
6. Keep the thermometer from touching sides or bottom of container.
7. Let thermometer stay in ice water for 30 seconds or until the dial stops moving.

8. Place the calibration tool on the hex adjusting nut and rotate until the dial reads 32 °F, while in ice water.
9. Some digital stemmed thermometers (thermistors) and thermocouples have a reset button that should be pushed.
10. Repeat process with each thermometer.

### **Boiling Water Method**

1. Fill a saucepan or stockpot with water.
2. Bring water to a rolling boil.
3. Place thermometer in the container so that the sensing area of the stem or probe is completely submerged over the dimple.
4. Do NOT let the thermometer stem/probe touch sides or bottom of container.
5. Let thermometer stay in the boiling water for 30 seconds or until the dial stops moving.
6. Place the calibration tool on the hex adjusting nut and rotate until the thermometer dial reads 212 °F while in boiling water.
7. Some digital thermometers (thermistors) and thermocouples have a reset button that should be pushed.
8. Repeat process with each thermometer.

**NOTE:** The boiling point of water is about 1 °F lower for every 550 feet above sea level. If you are in high altitude areas, the temperature for calibration should be adjusted. For example, if you were at 1100 feet above sea level, the boiling point of water would be 210 °F.

### **Documenting Calibration**

Each time thermometers are calibrated, the process should be documented. The food safety program should include a form for documenting the calibration process of each thermometer.

**Remember, follow state or local health department requirements.**



# Recommended Minimum Internal Cooking Temperatures

FDA Food Code (2013) recommends cooking food items to these temperatures and holding for at least 15 seconds. Check with your state and local health department regulations, as temperatures may vary.

<b>Food</b>	<b>Temperature</b>
Seafood.....	145 °F
Beef, roasts (hold 3 minutes*).....	145 °F
Pork, chops and roasts (hold 3 minutes*).....	145 °F
Eggs.....	160 °F
Ground beef and Pork.....	160 °F
Ground poultry.....	165 °F
Poultry.....	165 °F
Mixed dishes, stuffed pasta, stuffed meats, leftovers .....	165 °F

*\*Some foods need 3 minutes of rest time after cooking to make sure that harmful germs are killed.*

## Storage Times for the Refrigerator and Freezer

Category	Food	Refrigerator (40 °F or below)	Freezer (0 °F or below)
Salads	Egg, chicken, ham, tuna & macaroni salads	3 to 5 days	Does not freeze well
Hot dogs	opened package unopened package	1 week 2 weeks	1 to 2 months 1 to 2 months
Luncheon meat	opened package or deli sliced unopened package	3 to 5 days 2 weeks	1 to 2 months 1 to 2 months
Bacon & Sausage	Bacon Sausage, raw – from chicken, turkey, pork, beef	7 days 1 to 2 days	1 month 1 to 2 months
Hamburger & Other Ground Meats	Hamburger, ground beef, turkey, veal, pork, lamb, & mixtures of them	1 to 2 days	3 to 4 months
Fresh Beef, Veal, Lamb & Pork	Steaks Chops Roasts	3 to 5 days 3 to 5 days 3 to 5 days	6 to 12 months 4 to 6 months 4 to 12 months
Fresh Poultry	Chicken or turkey, whole Chicken or turkey, pieces	1 to 2 days 1 to 2 days	1 year 9 months
Soups & Stews	Vegetable or meat added	3 to 4 days	2 to 3 months
Leftovers	Cooked meat or poultry Chicken nuggets or patties Pizza	3 to 4 days 3 to 4 days 3 to 4 days	2 to 6 months 1 to 3 months 1 to 2 months
Dairy	Milk Cheese, hard	7 days 3 to 4 weeks	3 months 6 months
	Eggs	3 to 5 weeks	Do not freeze in shell. Beat yolks and whites together, then freeze. for up to 12 months
Vegetables	Blanched or cooked	3 to 4 days	8 to 10 months
Infant Formula	Prepared from powder or ready to use	24 hours	Not recommended
Breast milk	Provided by mother	72 hours	6 to 12 months

## How Long Is Too Long?

**INSTRUCTIONS:** Listed below are foods that are stored at the ABC Family Child Care. Read through the description of each item and the time in storage. Then, decide if you think the product would be safe to use, be potentially unsafe, or has spent too long in storage. Write your answer in the last column.

Item*	Packaging	Time in Storage	Safe, Potentially Unsafe, or Too Long in Storage
Cold Storage			
Milk*	Intact	2 days	
Eggs, shell	Intact	7 weeks	
Hot dogs*	Opened package	10 days	

Frozen Storage			
Chicken nuggets*	Opened package	1 week	
Green beans*	Intact	6 months	
Waffles*	Opened package, freezer burned	4 months	

\* Assume that food has not passed the expiration date.

## How Long Is Too Long? Answer Key

**INSTRUCTIONS:** Listed below are foods that are stored at the ABC Family Child Care. Read through the description of each item and the time in storage. Then, decide if you think the product would be safe to use, be potentially unsafe, or has spent too long in storage. Write your answer in the last column.

Item*	Packaging	Time in Storage	Safe, Potentially Unsafe, or Too Long in Storage
Cold Storage			
Milk*	Intact	2 days	Safe
Eggs, shell	Intact	7 weeks	Potentially unsafe
Hot dogs*	Opened package	10 days	Potentially unsafe

Frozen Storage			
Chicken nuggets*	Opened package	1 week	Safe
Green beans*	Intact	6 months	Safe
Waffles*	Opened package, freezer burned	4 months	Too long in storage

\* Assume that food has not passed the expiration date.

## Grocery Store Safety

**INSTRUCTIONS:** Read through the following strategies for food safety while shopping and storing food. While reading each strategy, think about which food safety principle the strategy follows: clean, separate, chill, or other. Then write “CL” if it follows the clean principle, “S” for separate, “CH” for chill and “O” for other. As an example, the answer to the first item appears below.

Strategies	CL, S, CH, O
<b>Preparing to shop for groceries</b>	
• Bring a cooler with ice packs to the grocery store	CH
• Know the store layout and map out the best route for keeping perishable items in the Temperature Danger Zone for the shortest amount of time	
<b>Load the shopping cart</b>	CL, S, CH, O
• Place heavier items on the bottom	
• Place raw meat on the bottom of cart	
• Keep raw meat separate from ready-to-eat foods	
• Place produce in plastic bags	
• Keep cleaning supplies separate from foods	
• Check expiration dates	
• Avoid damaged packages	
<b>Think about sources of contamination</b>	CL, S, CH, O
• Ask the cashier to clean the checkout belt if it appears dirty	
• Clean reusable grocery sacks	
<b>Keep food safe in your car</b>	CL, S, CH, O
• Use a cooler for meat	
• Use a cooler for dairy products and produce	
• Load heavier items on the bottom	
• Keep cleaning supplies separate from food	
<b>Store food properly when you arrive home</b>	CL, S, CH, O
• Label and date all products so that the items can be used first in, first out (FIFO)	
• Put away items that go in the refrigerator and freezer first	
• Store food off of the floor	
• Store food and chemicals separately	

## Grocery Store Safety Answer Key

**INSTRUCTIONS:** Read through the following strategies for food safety while shopping and storing food. While reading each strategy, think about which food safety principle the strategy follows: clean, separate, chill, or other. Then write “CL” if it follows the clean principle, “S” for separate, “CH” for chill and “O” for other. As an example, the answer to the first item appears below.

Strategies	CL, S, CH, O
<b>Preparing to shop for groceries</b>	
• Bring a cooler with ice packs to the grocery store	CH
• Know the store layout and map out the best route for keeping perishable items in the Temperature Danger Zone for the shortest amount of time	CH
<b>Load the shopping cart</b>	CL, S, CH, O
• Place heavier items on the bottom	O
• Place raw meat on the bottom of cart	S
• Keep raw meat separate from ready-to-eat foods	S
• Place produce in plastic bags	S
• Keep cleaning supplies separate from foods	S
• Check expiration dates	O
• Avoid damaged packages	O
<b>Think about sources of contamination</b>	CL, S, CH, O
• Ask the cashier to clean the checkout belt if it appears dirty	CL
• Clean reusable grocery sacks	CL
<b>Keep food safe in your car</b>	CL, S, CH, O
• Use a cooler for meat	CH
• Use a cooler for dairy products and produce	CH
• Load heavier items on the bottom	O
• Keep cleaning supplies separate from food	S
<b>Store food properly when you arrive home</b>	CL, S, CH, O
• Label and date all products so that the items can be used first in, first out (FIFO)	O
• Put away items that go in the refrigerator and freezer first	CH
• Store food off of the floor	CL
• Store food and chemicals separately	CL

## Find the Safety Mistake

**INSTRUCTIONS:** Read the following story. Think about whether the four steps to food safety were followed. Then, underline the food safety mistakes in the story.

Ms. Maria began preparing lunch for the children at ABC Child Care after putting on her hair net and then washing her hands. She began to fry chicken in a pan; some raw chicken is on a cutting board waiting to be fried. She was happy the raw chicken defrosted fully overnight after she left the package on the kitchen counter. Ms. Maria then decided to make fruit salad. She transferred the raw chicken to a plate and used the same cutting board to slice a honeydew melon in half. She cut it into bite-size pieces and placed the pieces in a bowl on the counter. She put the other half of the melon on a plate before putting it in the refrigerator. She noticed the refrigerator thermometer read 46 °F.

By this time, the chicken in the pan was nicely browned. Ms. Maria cut a piece of chicken and saw that the inside was no longer pink. “Looks done to me,” she said, and placed the cooked chicken pieces on a tray. With her bare hands, she took the rest of the raw chicken from the plate, rinsed the chicken quickly in the sink, and put the chicken pieces in the warm pan. Then, she walked back to the refrigerator and took out a bag of red grapes. She ate a few grapes, and then put a few handfuls of grapes into the bowl with the melon. Ms. Maria took a can of peaches from the shelf, used a can opener to open the can, and put the peaches into the bowl of fruit. As she put the can opener back in the drawer, she said, “What a colorful fruit salad!”

Ms. Anna came into the kitchen after playing with the children outside. She put on an apron and stirred the mashed potatoes in the bowl. She pulled the spoon out of the bowl and tasted the mashed potatoes. She said, “This tastes good,” and put the spoon back into the bowl. She called the children in for lunch and served the chicken, mashed potatoes, and fruit salad, along with a slice of wheat bread and a cup of milk.

After lunch, Ms. Maria wiped down the counters and tables with a damp sponge and wiped her hands on her apron. She used the same sponge to wash the cutting board with cold water. Then, she started to put away the leftovers before she went to the grocery store. Ms. Anna came into the kitchen as she was leaving for the day at 5:30 p.m. and found the fruit salad still sitting on the counter. She put the bowl in the refrigerator to use the next day. She didn’t want to waste any food.





## Find the Safety Mistake Answer Key

**Instructor's Note:** Food safety mistakes are numbered and underlined below. The next page includes a description of how to correct the errors.

**INSTRUCTIONS:** Read the following story. Think about whether the four steps to food safety were followed. Then, underline the food safety mistakes in the story.

Ms. Maria began preparing lunch for the children at ABC Child Care after putting on her hair net and then washing her hands. She began to fry chicken in a pan; some raw chicken is on a cutting board waiting to be fried. She was happy (1) the raw chicken defrosted fully overnight after she left the package on the kitchen counter. Ms. Maria then decided to make fruit salad. She transferred the raw chicken to a plate and (2,3,4) used the same cutting board to slice a honeydew melon in half. She cut it into bite-size pieces and placed the pieces in a bowl on the counter. (5) She put the other half of the melon on a plate before putting it in the refrigerator. She noticed (6) the refrigerator thermometer read 46 °F.

By this time, the chicken in the pan was nicely browned. Ms. Maria (7) cut a piece of chicken and saw that the inside was no longer pink. “Looks done to me,” she said, and placed the cooked chicken pieces on a tray. (8) With her bare hands, she took the rest of the raw chicken from the plate, (9) rinsed the chicken quickly in the sink, and put the chicken pieces in the warm pan. Then, she walked back to the refrigerator and took out a bag of red grapes. (10,11) She ate a few grapes , and then put a few handfuls of grapes into the bowl with the melon. Ms. Maria (12,13) took a can of peaches from the shelf, used a can opener to open the can, and put the peaches into the bowl of fruit. As (14) she put the can opener back in the drawer, she said, “What a colorful fruit salad!”

Ms. Anna came into the kitchen after playing with the children outside. (15) She put on an apron and stirred the mashed potatoes in the bowl. She pulled the spoon out of the bowl and tasted the mashed potatoes. She said, “This tastes good,” and (16,17) put the spoon back into the bowl. She (18,19) called the children in for lunch and served the chicken, mashed potatoes, and fruit salad, along with a slice of wheat bread and a cup of milk.

After lunch, Ms. Maria (20) wiped down the counters and tables with a damp sponge and (21) wiped her hands on her apron. She (22) used the same sponge to (23) wash the cutting board with cold water. Then, she started to put away the leftovers before she went to the grocery store. Ms. Anna came into the kitchen as she was leaving for the day at (24) 5:30 p.m. and found the fruit salad still sitting on the counter. She put the bowl in the refrigerator to use the next day. She didn't want to waste any food.

1. Ms. Maria should defrost the chicken on the bottom shelf of the refrigerator overnight, or use another food-safe method for thawing frozen foods. (Chill)
2. Ms. Maria and Ms. Anna should always prepare food with clean cutting boards, utensils, plates, trays, and counter tops. (Clean)
3. Ms. Maria should use separate cutting boards and knives when handling raw chicken and fruits. She should use one clean cutting board and knife for the raw chicken, and a separate clean cutting board and knife to cut the melon. She should also wash her hands between tasks. (Separate)
4. Ms. Maria should rinse the honeydew melon before cutting it. (Clean)
5. The cut half of the honeydew melon should be covered before placing it in the refrigerator. (Chill)
6. The refrigerator temperature should be below 40 °F. (Chill)
7. Ms. Maria should properly insert a clean food thermometer into the chicken to check that the internal temperature has reached 165 °F. (Cook)
8. Ms. Maria should wash her hands when switching between tasks, like after handling raw chicken and before touching the bag of grapes. (Clean)
9. Ms. Maria should put the chicken directly in the pan to cook it to the proper internal temperature. (Cook, Clean)
10. Ms. Maria should wash her hands after eating the grapes and before preparing the fruit salad. (Clean)
11. Ms. Maria should wash the grapes. (Clean)
12. Ms. Maria should wash and dry the top of the can of peaches before opening it. (Clean)
13. See answer for #2.
14. Ms. Maria should wash the can opener after using it. (Clean)
15. Ms. Anna should wash her hands after playing with the children, before coming into the kitchen to prepare food, and before serving food to the children. It is recommended that Ms. Anna wear a hair restraint (like a hat or hairnet) to keep her hair from falling into food, equipment, and utensils. (Clean)
16. Ms. Anna should use a separate, clean spoon to taste the mashed potatoes. The same spoon that is being used to mix the mashed potatoes should not be used for tasting. (Clean, Separate)
17. See answer for #2.
18. Ms. Maria and Ms. Anna should assist children with washing their hands before they sit down for lunch. (Clean)
19. See answer for #15.
20. The same sponge used to wipe countertops should not be used to wash the cutting board or dishes. Instead of using a sponge, Ms. Maria could use clean towels or single-use paper towels to wipe the counters and tables. If using a sponge to clean, she should sanitize it between uses to kill germs. Sponges should be sanitized often. (Clean)
21. Ms. Maria should wash her hands instead of wiping them on her apron. (Clean)
22. See answer for #20.
23. The cutting board should be washed in hot, soapy water, instead of in cold water. (Clean)
24. Ms. Anna should throw away the fruit salad. The fruit salad should have been put in the refrigerator promptly after lunch, within 2 hours of preparation. (Chill)

## Lesson 4: Pre-/Post-Assessment

**INSTRUCTIONS:** Place an identifier, such as a letter or a number, on the top right corner of the page. Read each question and all of the possible answers. Then, circle the best answer.

1. People at higher risk of getting a foodborne illness include
  - a. young people.
  - b. seniors.
  - c. individuals with compromised immune systems.
  - d. all of the above.
  
2. The Temperature Danger Zone is
  - a. 40 °F to 165 °F.
  - b. 32 °F to 140 °F.
  - c. 50 °F to 150 °F.
  - d. 40 °F to 140 °F.
  
3. Each year in the United States, \_\_\_\_\_ get sick from foodborne illness.
  - a. 16 million
  - b. 48 million
  - c. 63 million
  - d. 82 million
  
4. The four steps of food safety are
  - a. clean, separate, cook, and chill.
  - b. clean, sanitize, store, and refrigerate.
  - c. wash, sanitize, store, and chill.
  - d. separate, store, sanitize, and save.
  
5. Pathogens need all of the following to grow EXCEPT
  - a. food.
  - b. temperature between 40 °F and 140 °F.
  - c. high acidity.
  - d. moisture.

## Answers to the Lesson 4: Pre-/Post-Assessment

**Instructor's Note:** The correct answers are underlined below.

**INSTRUCTIONS:** Place an identifier, such as a letter or a number, on the top right corner of the page. Read each question and all of the possible answers. Then, circle the best answer.

1. People at higher risk of getting a foodborne illness include
  - a. young people.
  - b. seniors.
  - c. individuals with compromised immune systems.
  - d. all of the above.**
  
2. The Temperature Danger Zone is
  - a. 40 °F to 165 °F.
  - b. 32 °F to 140 °F.
  - c. 50 °F to 150 °F.
  - d. 40 °F to 140 °F.**
  
3. Each year in the United States, \_\_\_\_\_ get sick from foodborne illness.
  - a. 16 million
  - b. 48 million**
  - c. 63 million
  - d. 82 million
  
4. The four steps of food safety are
  - a. clean, separate, cook, and chill.**
  - b. clean, sanitize, store, and refrigerate.
  - c. wash, sanitize, store, and chill.
  - d. separate, store, sanitize, and save.
  
5. Pathogens need all of the following to grow EXCEPT
  - a. food.
  - b. temperature between 40 °F and 140 °F.
  - c. high acidity.**
  - d. moisture.

## Lesson 5: Mealtime Procedures

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## Lesson-at-a-Glance

Time	Topic	Activity	Materials
15 minutes	Introduction to the Lesson	Lesson 5: Pre-Assessment Mealtime Assessment Family Child Care Program Procedures	Participant's Workbook
<b>Objective 1: Describe the advantages of family style meals.</b>			
10 minutes	Mealtime Schedule	Advantages of Family Style Meals	Participant's Workbook 3 x 5 inch index cards
<b>Objective 2: Identify the four components of family style meals.</b>			
15 minutes	Family Style Meals, Food Preparation Handwashing, Set Up, Meal Service Cleanup	Cooking with Kids Mealtime Scenarios Family Child Care Procedures	Participant's Workbook
<b>Objective 3: Describe how to implement family style meals.</b>			
5 minutes	Implementing Family Style Meals		Participant's Workbook
<b>Conclusion</b>			
15 minutes	Mealtime Procedures Review Conclusion	Mealtime Procedures Lesson 5: Post-Assessment	Participant's Workbook Pens Markers Unlined index cards Tape Five paper signs labeled "Meal Preparation," "Set Up," "Meal Service," "Cleanup," and "Implementation"
<b>60 minutes</b>			





# Lesson 5: Mealtime Procedures

## Introduction

### SHOW SLIDE: Lesson 5: Mealtime Procedures

#### DO:

As participants arrive, have them sign the sign-in sheet and distribute the Participant's Workbook.

#### SAY:

Welcome to Mealtime Procedures. Turn to the **Lesson 5: Pre-Assessment** in your Participant's Workbook. You will have 5 minutes to complete the assessment. The assessment is designed to measure your current knowledge of this subject. Answer the questions to the best of your knowledge.

#### DO:

Ask the participants to place an identifier on the top right corner of the page. State the same identifier will be used at the conclusion of the lesson on the **Lesson 5: Post-Assessment**. The identifier should be something simple and easily remembered by the participant. Give participants 5 minutes to complete the pre-assessment. Collect completed pre-assessments before beginning the lesson. (The **Answers to the Lesson 5: Pre-/Post-Assessment** can be found at the end of the lesson in the Instructor's Manual and in the Appendix of the Participant's Workbook.)

#### SAY:

Please find in your Participant's Workbook the **Mealtime Procedures Note Page**. You can use the note page to take notes as we go through the lesson.

Imagine someone saying the following statements to you:

- “You look a bit pale to me; you need to eat a big piece of liver.”
- “You will sit here until you are finished eating all of the food on your plate.”
- “I don't care if you don't know what it is.”
- “You will not be allowed to play with your toys until you finish all of your food.”

As an adult, how comfortable are you with someone forcing you to eat? In most cases, adults would be reluctant to eat or remain in the same environment with someone making these statements or trying to force them to eat. This is why it is important to encourage children to eat their meals in a positive manner. In this lesson, we are going to talk about ways to make mealtime more comfortable, pleasant, and educational for young children.

As a family child care provider, you are responsible for creating a pleasant mealtime environment for children. A pleasant mealtime environment should consist of a warm, welcoming environment that caters to both eating and child and adult interaction. A pleasant environment has routine mealtimes, transitioning activities, limited distractions, and teachers applying direct attention to children during mealtimes. Making mealtime pleasant is a great way to enjoy the meal and help children eat well. Careful planning will allow you to offer meals to children in a relaxed setting.

**DO:**

**(Workbook Activity) Mealtime Assessment**

**Materials Needed:** **Mealtime Assessment** worksheet and **Family Child Care Program Procedures** handout in the Participant's Workbook

**SAY:**

Think about the mealtime procedure you use right now in your family child care home. Go to the **Mealtime Assessment** worksheet in your Participant's Workbook. Read each statement and think about practices in your family child care program. Decide if the answer is "Always," "Sometimes," or "Never," and then check the appropriate box.

**DO:**

Give participants 3-5 minutes to complete the assessment.

**SAY:**

As we talk about different mealtime procedures during the lesson today, think about changes you might want to make in your current mealtime procedures. Go to the **Family Child Care Program Procedures** handout in your Participant's Workbook. You will be able to use this page throughout the lesson to create your own mealtime procedures. Not everyone's plan will look the same. Programs have different age ranges and numbers of children. In addition, some providers are alone and some have assistants.

**SHOW SLIDE: Typical Mealtime Schedule**

**SAY:**

Creating a pleasant mealtime takes some initial planning. However, once you have a procedure in place, the children will learn to follow it and mealtime will run more smoothly. First, you need to create a mealtime schedule.

A typical meal schedule in a family child care program is based on several things. When scheduling meals, look at the needs of the children and hours of operation. A typical meal schedule includes a meal every 2 to 3 hours. Snacks should be scheduled for at least 30 minutes. Lunch and breakfast should be scheduled for at least 45 minutes. A typical meal schedule starts with breakfast from 7:00 a.m. to 8:00 a.m., lunch from 11:00 a.m. to 11:45 a.m., and afternoon snack from 2:15 p.m. to 2:45 p.m.

**DO:**

**(Workbook Activity) Family Child Care Program Procedures**

**Materials Needed:** **Family Child Care Program Procedures** worksheet in Participant's Workbook

**SAY:**

Turn to the **Family Child Care Program Procedures** worksheet in your Participant's Workbook. In the first row of the chart, write a mealtime schedule that you think would work the best for your family child care program. This can be a schedule you already use, if it is working well.

Now that you have a schedule, we will discuss how you serve your food. In family child care programs, it is recommended that food be served family style. These are meals in which tables are set with plates and utensils, and food is passed in small containers from which the children serve themselves. Beverages are served in small pitchers so children can pour beverages themselves.

## Objective 1: Describe the advantages of family style meals.

### SHOW SLIDE: Advantages of Family Style Meals

#### ASK:

What do you think are benefits of serving family style meals in a family child care program?

#### DO:

Write ideas on chart paper or white board.

#### DO:

### (Workbook Activity) Advantages of Family Style Meals

**Materials Needed: Advantages of Family Style Meals** handout in the Participant's Workbook, 3 x 5 inch index cards

#### SAY:

Turn to **Advantages of Family Style Meals** handout in your Participant's Workbook. In groups of 4 or 5, read over the list. Then, as a group, decide on five words that summarize the advantages of family style meals and write them on your 3 x 5 inch index card.

#### DO:

Divide the class into groups of four or five. Give participants 5 minutes to complete the activity. Then, ask the groups to share their answers. Write each unique answer on chart paper or white board. Point out themes that emerge from the summaries.

## Objective 2: Identify the four components of family style meals.

### SHOW SLIDE: Family Style Meals

#### SAY:

As we just discussed, there are several benefits of serving family style meals. We are going to talk about four components that are important to consider for successful family style meals. These are food preparation, set up, meal service, and cleanup. Even if you are not currently serving family style meals, you can still use many of these concepts during meal service.

### SHOW SLIDE: Food Preparation Safety

#### SAY:

The first component is food preparation. Always make sure you prepare food safely.

- Wash hands before preparing food and after touching raw meat, poultry, or eggs.

- Avoid cross contamination of fruits, vegetables, and cooked items with raw meat, poultry, or eggs. Use separate color coded cutting boards for produce and raw meat to reduce the chance of cross contamination.
- Keep cold foods cold.
- Use a thermometer to make sure foods cook thoroughly. For the most accurate reading, place the thermometer in the thickest part of the meat without touching the bone or the sides of the pan.

Consider ways that the children can help you with food preparation. Children feel good about doing something “grown-up.” Give them small jobs to do and praise their efforts. Having children help you in the kitchen is a good way to get children to try new foods. Children are more likely to try foods that they helped make.

**ASK:**

What types of tasks do you think children could perform during food preparation?

**Instructor’s Note:** Allow participants to volunteer to answer this question.

**FEEDBACK:**

A few ideas of how children (depending on their ages) could help during food preparation include

- washing fruits and vegetables,
- tearing lettuce leaves,
- mixing foods, and
- pouring cold liquids.

**DO:**

**(Workbook Activity) Cooking with Kids**

**Materials Needed:** **Age-Appropriate Kitchen Activities** handout and **Cooking with Kids** worksheet in the Participant’s Workbook and **Cooking with Kids Answer Key** in the Supporting Documents section of the Instructor’s Manual.

**SAY:**

Turn to the **Age-Appropriate Kitchen Activities** handout and **Cooking with Kids** worksheet in your Participant’s Workbook. This activity will help you think about ways children can participate in food preparation. Work with the people at your table to review the recipe on your worksheet and answer the questions after it. You can use the **Age-Appropriate Kitchen Activities** handout to help you.

**DO:**

Divide participants into groups. Give participants 5 minutes to complete the worksheet. Ask for volunteers to share answers. Use the **Cooking with Kids Answer Key** to review the answers.

**Instructor’s Note:** If time is limited, you can skip the part of the activity in which participants use their own recipes.

**SAY:**

Children of all ages love to cook. Try to find jobs for them while you are preparing food.

**SHOW SLIDE: Handwashing for Children****SAY:**

Be sure that children wash their hands before they help you prepare food and before eating meals. Children should wash their hands with warm water and soap for 20 seconds. Make handwashing simple and fun!

- Sing “Twinkle, Twinkle, Little Star” or “The Alphabet Song” while washing hands to make sure your child is washing long enough. (See the **Song Lyrics** page at the end of the Participant’s Workbook for words to the songs.)
- Let children pick the type of handwashing soap.
- Help children reach the sink easily by placing a stool in front of it for them to stand on when you are with them.
- Hang a poster in your bathroom with pictures that remind children to wash their hands.

**FEEDBACK:**

**Instructor’s Note:** A handwashing poster can be found in the Supporting Documents section of the Instructor’s Manual and the Participant’s Workbook.

**DO:**

**(Workbook Activity) Family Child Care Program Procedures**

**Materials Needed:** Family Child Care Program Procedures worksheet in Participant’s Workbook

**SAY**

Turn to the **Family Child Care Program Procedure** worksheet in your Participant’s Workbook. Complete the meal preparation section, taking special note of food safety procedures and ways children can participate.

**DO:**

If time allows, have some of the participants share their ideas.

**SHOW SLIDE: Family Style Meals: Set Up****SAY:**

Now we will continue to the second component in serving family style meals, which is set up. This includes a transition to mealtime and table setting.

A transition activity between play and mealtime can provide a smooth transition. Transition activities are small activities between major activities that can be implemented during any change of activities.

Children tend to respond better when they know and understand what will happen next. This is also a good time to remind children of what they can expect and what you expect during the meal. When children understand what will happen next and how they are expected to behave, they feel more comfortable and can relax during the meal.

**SHOW SLIDE: Transition Activities**

**SAY:**

For example, tell the class, “We will have lunch together in a few minutes. We are going to wash our hands, and then we will sit down at the table together. Remember we want to use our inside voices. Today we will have beef and spaghetti casserole, green beans, peaches, and milk.” Following this statement should be a transition activity. A transition activity could be a song, a saying, or game played to end an activity and start mealtime activities.

**ASK:**

Does anyone here have a transition activity that you use on a daily basis? How does it work?

**DO:**

Let participants share some answers.

**FEEDBACK:**

If they are hesitant to respond, share one or two of the following:

- Sing a transition song, such as “Clean up, Clean up, Everybody Everywhere.” (See the **Song Lyrics** page at the end of the Participant’s Workbook for words to the songs.)
- Relocate to circle time for a group activity.
- Have children help set the table.

**SHOW SLIDE: Table Setting**

**SAY:**

When possible, allow children to help with set up. Most children can help with setting the table. First, children must wash hands. Encourage children to set their own places. Be sure the tables and chairs are the appropriate size for children. Then, let them set the table using child-size eating utensils and serving dishes.

When first starting out to implement family style meals, you may need to purchase some child-friendly items for table set up. It is not recommended that you use your standard kitchen bowls. Typically kitchen bowls are not child friendly because they are too large for children to use. Many of these items can be purchased at your local kitchen warehouse or specialty store.

**DO:**

Refer the participants to the **Child-Friendly Items for Family Style Meals** worksheet in their Participant’s Workbook. As a group, review the items together and, if available, show examples of items on the list.

Then, have participants turn to the **Family Child Care Program Procedures** handout in their Participant’s Workbook. Instruct them to complete the set up section. If time allows, have some of the participants share their ideas.

**SAY:**

The third component to family style meals is meal service. Meal times should be comfortable and pleasant for children. Therefore, when choosing to serve meals family style, there are a few key requirements.

- Place enough food on the table to allow children to take the minimum serving size.

- Allow children to serve themselves, with the understanding that they may need some assistance. In certain situations, it may be useful to offer one component or multiple components in a family style manner.
- You may choose to serve children beverages, such as milk or juice. In these situations, you must serve the required minimum amount to each child. For example, serve children 3-5 years 6 fluid ounces of milk at breakfast, lunch and supper meals.
- Actively encourage children to take all components in the correct amounts. However, never force or offer rewards to children for eating food.

It is important to note, if a child takes an additional amount of food, you may not claim them amount as a second meal.

**Instructor's Note:** To demonstrate appropriate serving size, you can show proportioned scoops if you have them available.

### **SHOW SLIDE: Encourage Good Manners**

#### **SAY:**

Encourage children to use good manners while they are serving and eating the food at mealtime.

- Be sure everyone is present when the meal is served.
- Everyone waits until all others are seated before serving or eating. However, if there are many children of various ages, it may be beneficial to divide the children into groups and eat together.
- Encourage and assist children in serving themselves, including pouring milk and passing the food to one another. When children are first starting, they may need some practice serving and pouring. To give them more confidence, you could let them practice at another time besides mealtime. Children can practice pouring using sand or grits.
- Conversation should be pleasant. Adults at the table should help direct the conversation if necessary.

As a family child care provider, you should practice good manners as well and model desired behaviors by eating with the children. The children in your care look up to you and will most often do what they see you do. If you eat the foods you have prepared for them, they will be more likely to eat those foods. The type of conversation during meal time also adds to a positive environment. Focus on the children, their likes and interests. Allow the children to do most of the talking. The conversation can be guided by asking children questions like, "Have you ever visited a farm and seen vegetables growing? What vegetables did you see?" or, "Have you ever been strawberry picking? What happened?"

#### **DO:**

Refer participants to the **Tips for Adult Role Models** and **Phrases that Help and Hinder** handout in their Participant's Workbook. Review the items together.

### **SHOW SLIDE: Mealtime Scenarios**

#### **DO:**

**(Workbook Activity) Mealtime Scenarios**

**Materials Needed:** **Tips for Adult Role Models** handout and **Mealtime Scenarios** worksheet in the Participant's Workbook and **Mealtime Scenarios Answer Key** in the Supporting Documents Section of the Instructor's Manual.

**SAY:**

Turn to the **Mealtime Scenarios** worksheet in your Participant's Workbook and read each of the scenarios on the page. Then, identify mistakes that were made by the family child care provider and write them on the left side of the chart below the scenario. Next, think about ways the provider might have handled the situation in a more positive way. Write your ideas on the right hand side of the chart under "Improvement." You may want to use the **Tips for Adult Role Models** handout on the previous page as a resource.

**DO:**

Give the participants 5 minutes to finish the activity. Then, review the activity as a group using the **Mealtime Scenarios Answer Key** in the Supporting Documents section. Remember, there may be a variety of correct answers.

**SHOW SLIDE: Cleanup**

**SAY:**

The final component we will talk about is "cleanup." If you have been around children at mealtimes, you know to expect spills. Avoid reprimanding or criticizing children for spills. Have children help clean spills quickly and return to the meal.

Be sure to have a procedure that the children know how to follow for cleanup. For example, after everyone has finished eating, children can assist with cleaning up by scraping their plates, putting soiled items in the designated area, and clearing and wiping the tables. Make allowances for children with disabilities. Don't forget that handwashing is the final step in the cleanup process.

**DO:**

**(Workbook Activity) Family Child Care Program Procedures**

**Materials Needed:** **Family Child Care Program Procedures** worksheet in Participant's Workbook

**SAY:**

Turn to the **Family Child Care Program Procedures** worksheet in your Participant's Workbook. Please complete the cleanup section. of this worksheet.

**Instructor's Note:** If time allows, have some of the participants share their ideas.

**Objective 3: Describe how to implement family style meals.**

**SHOW SLIDE: Implementing Family Style Meals**



**SAY:**

Next, we are going to explain how to implement family style meals, if you are not already doing so. Before changing the way you serve your meals, prepare the children for the change. Children need to know what will be expected of them. There should be a simple discussion of the “new way” you will be eating your meals. This should include the concept of good manners, such as coming to the table at the same time and waiting until everyone is at the table before starting to serve and pass food. Children often need to hear information several times before they understand the new routine.

You will also need to help children practice mealtime skills and have the right serving dishes. They need to be able to pass serving dishes from one person to another. To do this successfully, serving bowls should be small, easy to handle, and made of a material that does not become too hot. Small bowls are easier to pick up and pass than larger bowls. Often the same food will need to be divided into more than one bowl so the bowl size can remain small. Bowls with a wide rim or lip are often easier to pass and help to prevent spilling. Metal bowls like stainless steel, although they are durable, are really only suitable for cold food since they become too hot to handle when filled with hot food.

Help the children practice passing bowls with two hands, holding the bowl on the outside and not letting their fingers touch the food. You can practice these skills with empty bowls and bowls filled with dry foods before passing food during a meal. Many times bowls are easier to handle than a plate or a platter. Even food typically served on plates or platters, like sandwiches, can be easily served in bowls. If passing the bowl is too advanced for the children in your care, teach children how to pull and push the bowls to their friends.

Another key to having children serve themselves is the type of serving utensils they use. Small hard plastic spoons and tongs are easier for children to handle than long-handled spoons or sharp serving forks. Plastic tongs are an easy way for children to pick up food. Practicing picking up items with tongs before the meal can help children feel comfortable in handling tongs during the meal.

Child-size pitchers with handles are often an ideal size and shape for children to manage. Children can begin by pouring water during outdoor play. They can practice pouring skills with sand or beans. Then, they can transition to pouring their own beverages at mealtime.

It is important to help children take an appropriate amount of food. Using measuring cups or measured hard plastic spoons can subtly control the portion size a child takes. You may recommend that each child take a serving of the food they want, and they may take additional food after everyone has been offered the food.

During family style dining, there should be plenty of food. It is difficult to relax and enjoy a meal if you are worried that you may not be able to get enough to eat. Children should know that if they don't want a food initially, they can change their minds during the meal, or if they decide they want more food, the option is available.

When you are ready to begin serving family style meals, start with an easy-to-prepare snack. During the snack, encourage children to participate in the four components of family meal service that we discussed during the lesson. Be sure to praise children for their successes.

Once you have been successful, try an easy-to-prepare and popular meal. Identify the types of help you will want from the children. Give the children more responsibility as they are able to handle new tasks.

**DO:**

Review the **Family Style Mealtime Checklist** in the Participant's Workbook as a group.

## Conclusion

### DO:

#### (Workbook Activity) Mealtime Procedures

**Materials Needed:** Pens, markers, unlined index cards, tape, and five paper signs labeled with “Meal Preparation,” “Set Up,” “Meal Service,” “Cleanup,” and “Implementation”

### DO:

Give each participant an unlined index card. Hang up the written signs around the room. Divide the class into five groups. Assign each group one of the following family style meals topics: meal preparation, set up, meal service, cleanup, and implementation.

### SAY:

We are going to do a review activity to share ideas about successful mealtime procedures. Think about what you have learned today related to the topic your group was assigned. On your index card, write an idea that you think would help you to be successful in your assigned topic. For example, if you are assigned “meal service,” you might write, “Use the **Phrases that Help and Hinder** handout in my Participant’s Workbook to encourage children to make healthy choices at lunch.” You can use the **Family Child Care Program Procedures** handout you have been filling in throughout the class to help you. When you have written your idea on your card, tape it on the wall underneath the sign that corresponds to your topic.

### DO:

Give participants 5 minutes to write their ideas on the cards and tape them under the sign that corresponds to their topic. When everyone has finished, give participants 5 to 10 minutes to walk around to each area and read ideas written by other participants.

### SHOW SLIDE: Questions

### SAY:

Are there any questions before we complete the post assessment? Please take a few minutes to do the **Lesson 5: Post-Assessment** in your Participant’s Workbook. Remember to add the same identifier to the top right corner of the assessment.

### DO:

Give participants 5 minutes to take the **Lesson 5: Post-Assessment**. Have participants score their own assessments as you review the correct answers using the **Answers to the Lesson 5: Pre-/Post-Assessment** located in the Supporting Documents section of the Instructor’s Manual. Collect the assessments.

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# Mealtime Procedures Note Page

**INSTRUCTIONS:** Use the note page to take notes you may find useful in your family child care program.

**Introduction:**

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**Objective 1:** Describe the advantages of family style meals.

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**Objective 2:** Identify the four components of family style meals.

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**Objective 3:** Describe how to implement family style meals.

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**Conclusion:**

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# Mealtime Assessment

**INSTRUCTIONS:** Read each statement and think about practices in your family child care program. Decide if the answer is “Always,” “Sometimes,” or “Never,” and then check the appropriate box.

Feeding Practices	Always	Sometimes	Never
1. Mealtimes are pleasant and relaxed for the children and adults.			
2. Transition activities are used to prepare children for mealtime.			
3. Children are allowed plenty of time to eat.			
4. A variety of food is offered to meet the children’s nutritional needs.			
5. Easy-to-like foods are offered at each meal. a. Brightly colored foods b. Finger foods c. Easily identified foods			
6. New foods are offered several times a week to broaden the children’s food experiences.			
7. Portion sizes are appropriate for the children.			
8. Second servings of fruits and vegetables are available to assure the children can satisfy their appetites.			
9. A safe and sanitary environment is offered to the children.			
10. Food is not used as a reward, punishment, or pacifier.			
11. Children are allowed to decide the amount of food they eat.			
12. Children are allowed to serve themselves (family style) from bowls and platters of food on the table.			
13. Adults sit at the table with the children throughout the entire mealtime.			
14. Adults eat the same food as the children.			
15. Adults and children share pleasant conversations at mealtimes.			

# Family Child Care Program Procedures

**INSTRUCTIONS:** Complete the procedure as instructed throughout the lesson.

Procedure	Plan
Mealtime Schedule	Breakfast:  Lunch:  Snack:
Meal Preparation	Food safety:  Child participation:
Set Up	Transitions:  Table setting:  Child-appropriate items that need to be purchased for family style meals:
Meal Service	How will you make mealtime pleasant?  What routines will you create for mealtime?  How can you be a good role model?
Cleanup	Supplies needed:  Cleanup routine:

# Advantages of Family Style Meals

## **Family style meals reinforce social skills, such as**

- taking turns,
- passing food in serving dishes to others,
- saying please and thank you, and
- helping to set the tables.

## **Family style meals strengthens serving skills, such as**

- practicing fine and gross motor skills when serving and passing food,
- learning to serve and pass food without touching the food, and
- learning not to eat out of the serving dishes or off of serving utensils.

## **Family style meals give children control of their eating by allowing them to**

- take small servings of food and take additional helpings throughout the meal;
- choose not to take a food item initially, but change their minds later in the meal or another time the item is served;
- feel confident that additional helpings will be available throughout the meal; and
- leaving more food for children who are hungrier on any given day.

## **Family style meals indirectly encourage children to try new foods.**

- Children who do not feel pressure and who feel in control of their eating are more likely to try new foods.
- Children may need to see a new food eight to ten times before they want to try it.

## **Family style meals help family child care providers be interactive.**

- Providers act as role models, demonstrating appropriate mealtime behavior.
- Providers are available at the table to redirect behavior before it gets out of hand.

## **Family style meals reduce food waste.**



# Age-Appropriate Kitchen Activities

## Age-appropriate kitchen activities for 2-year-olds

- Hand items to adult to put away (such as after grocery shopping)
- Place things in trash
- Tear lettuce or greens
- Help “read” a cookbook by turning the pages
- Make “faces” out of pieces of fruits and vegetables
- Rinse vegetables or fruits
- Snap green beans

## Age-appropriate kitchen activities for 3-year-olds

All that a 2-year-old can do, plus

- Add ingredients
- Talk about cooking
- Scoop or mash potatoes
- Squeeze citrus fruits
- Knead and shape dough
- Name and count foods
- Help assemble a pizza

## Age-appropriate kitchen activities for 4-year-olds

All that a 3-year-old can do, plus

- Peel some fruits, such as oranges and bananas
- Set the table
- Help measure dry ingredients
- Help make sandwiches and tossed salads

## Age-appropriate kitchen activities for 5-year-olds

All that a 4-year-old can do, plus

- Measure liquids
- Cut soft fruits with a dull knife



# Cooking With Kids

**INSTRUCTIONS:** Please read the recipe and answer the questions below.

## Sample Recipe: White Bean and Vegetable Salad

Yield: 25 servings

### Ingredients:

- 2-15 oz cans of white beans
- 23 oz frozen mixed vegetables (thawed and drained)
- 1 cup frozen corn (thawed and drained)
- ½ cup Italian dressing

### Directions:

1. Drain and rinse beans. Place beans in a large bowl.
2. Add mixed vegetables, corn, and dressing to beans and mix gently.

### Questions

1. Which steps could younger children handle? Older children?

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2. Which steps must be completed by an adult?

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# Cooking With Kids Answer Key

**INSTRUCTIONS:** Please read the recipe and answer the questions below.

## Sample Recipe: White Bean and Vegetable Salad

Yield: 25 servings

### Ingredients:

- 2-15 oz cans of white beans
- 23 oz frozen mixed vegetables (thawed and drained)
- 1 cup frozen corn (thawed and drained)
- ½ cup Italian dressing

### Directions:

1. Drain and rinse beans. Place beans in a large bowl.
2. Add mixed vegetables, corn, and dressing to beans and mix gently.

### Questions

1. Which steps could younger children handle? Older children?

#### **Young children can handle the following tasks:**

- Drain thawed veggies and corn
- Pour dressing from a measuring cup
- Mix beans, dressing, and veggies

#### **Older children can do the jobs listed above, plus the following tasks:**

- Rinse and drain beans
- Measure dressing
- Scoop salad onto plates

2. Which steps must be completed by an adult?

- Open packages, vegetables, and dressing
- Open cans of beans

# Handwashing Poster

## Remember to wash hands with soap and warm running water when...

- Preparing and serving meals
- Preparing meat, poultry, and fish
- Feeding an infant
- Eating or drinking
- Changing diapers
- Using the bathroom
- Helping in the bathroom
- Sneezing, coughing, and wiping runny noses
- Coming in contact with body fluids

## Child-Friendly Items for Family Style Meals



### Child-size plates, silverware, and cups

- Choose items that are not easily broken.
- Choose cups that do not tip over easily.

### Serving dishes

- Choose small bowls with a wide rim or lip to prevent spilling.
- Avoid platters that are not child-size because they are difficult for small children to use.
- Separate the same food into several small bowls so that they are not too heavy.
- Use bowls that do not become too hot to handle when filled with hot foods.

### Serving utensils

- Use small scoops and tongs – they are easier for children to use than long handled spoons or sharp serving forks.
- Try  $\frac{1}{4}$  and  $\frac{1}{2}$  cup measuring cups with handles – they are often an ideal size and shape for children to manage.

### Pitchers

- Select small pitchers with lids and pouring spouts for young children.

### Cleaning supplies

- Have a dust pan and brush, a small bucket with soapy water, and sponges available for quick cleanup.

## Tips for Adult Role Models

- Join children at the table for meals and eat the same food.
- Don't rush; mealtime should be relaxed.
- Help children recognize hunger cues.
- Do not consume unhealthy foods and beverages (e.g., candy, soda) in front of children.
- Try new food with children.
- Talk about enjoying healthy food.
- Encourage children and compliment them as their skills improve.
- Discuss the nutritional value of foods served to stimulate appetite and encourage consumption of foods.
  - Have children name the food groups.
  - Have children name examples of fruits, vegetables, dairy products, meats or meat alternates, and grain items.
  - Have children name their favorite healthy foods and explain what they like about them.
- Ask children how they can help in mealtime activities at home.
- Use the **Phrases that Help and Hinder** handout (see the next page).



## Phrases That Help and Hinder

Phrases that Hinder	Phrases that Help
<p><b>Eat that for me.</b></p> <p><b>If you do not eat one more bite, I will be mad.</b></p> <p><i>Phrases like these teach children to eat for your approval and love. This can lead children to have unhealthy behaviors, attitudes, and beliefs about food and about themselves.</i></p>	<p><b>This is a kiwi; it's sweet like a strawberry.</b></p> <p><b>These radishes are very crunchy!</b></p> <p><i>Phrases like these help to point out the sensory qualities of food. They encourage children to try new foods.</i></p>
<p><b>You're such a big girl; you finished all your peas.</b></p> <p><b>Jenny, look at your sister. She ate all of her bananas.</b></p> <p><b>You have to take one more bite before you leave the table.</b></p> <p><i>Phrases like these teach children to ignore fullness. It is better for children to stop eating when full or satisfied than when all of the food has been eaten.</i></p>	<p><b>Is your stomach telling you that you're full?</b></p> <p><b>Is your stomach still making its hungry, growling noise?</b></p> <p><b>Has your tummy had enough?</b></p> <p><i>Phrases like these help children to recognize when they are full. This can prevent overeating.</i></p>
<p><b>See, that didn't taste so bad, did it?</b></p> <p><i>This implies to children that they were wrong to refuse the food. This can lead to unhealthy attitudes about food or self.</i></p>	<p><b>Do you like that?</b></p> <p><b>Which one is your favorite?</b></p> <p><b>Everybody likes different foods, don't they?</b></p> <p><i>Phrases like these make children feel like they are making the choices. It also shifts the focus toward the taste of food rather than who was right.</i></p>
<p><b>No dessert until you eat your vegetables.</b></p> <p><b>Stop crying and I will give you a cookie.</b></p> <p><i>Offering some foods, like dessert, in reward for finishing others, like vegetables, makes some foods seem better than others. Getting a food treat when upset teaches children to eat to feel better. This can lead to overeating.</i></p>	<p><b>We can try these vegetables again another time. Next time would you like to try them raw instead of cooked?</b></p> <p><b>I am sorry you are sad. Come here and let me give you a big hug.</b></p> <p><i>Reward children with attention and kind words. Comfort them with hugs and talks. Show love by spending time and having fun together.</i></p>



## Mealtime Scenarios

**INSTRUCTIONS:** Read each of the scenarios below. Decide what mistakes were made by the family child care provider and write them on the left hand side of the chart below the scenario. Then think about ways the provider might have handled the situation in a more positive way and write your ideas on the right hand side of the chart under “Improvements.” You may want to use the **Tips for Adult Role Models** sheet on the previous page as a resource.

### SCENARIO 1

A family child care provider is sitting at a table with children during mealtime. The meal is being served family style. The provider says, “okay everyone, finish up what you are eating.” A boy at the table says, “I am full. I don’t want to eat any more.” The provider replies, “If you want to grow up big and strong, you need to finish all of the food on your plate.” Then a girl at the table says, “I am still hungry. Can I have more food?” The provider replies, “I think that you have had enough.”

Mistakes	Improvements

**SCENARIO 2**

A family child care provider is helping the children serve themselves lunch. She says, "Oh, doesn't this look good! I am sure that you will all enjoy today's lunch." Then the provider stands to the side of the table drinking a soda and talking to a staff member. The provider says to the staff member, "I am just going to grab something to eat later." The staff member asks, "You don't like the lunch today?" "I really don't like the vegetables that go with the meal," the provider replies.

<b>Mistakes</b>	<b>Improvements</b>

## Mealtime Scenarios Answers Key

**INSTRUCTIONS:** Read each of the scenarios below. Decide what mistakes were made by the family child care provider and write them on the left hand side of the chart below the scenario. Then think about ways the provider might have handled the situation in a more positive way and write your ideas on the right hand side of the chart under “Improvements.” You may want to use the **Tips for Adult Role Models** sheet on the previous page as a resource.

### SCENARIO 1

A family child care provider is sitting at a table with children during mealtime. The meal is being served family style. The provider says, “okay everyone, finish up what you are eating.” A boy at the table says, “I am full. I don’t want to eat any more.” The provider replies, “If you want to grow up big and strong, you need to finish all of the food on your plate.” Then a girl at the table says, “I am still hungry. Can I have more food?” The provider replies, “I think that you have had enough.”

Mistakes	Improvements
<p><i>Possible answers:</i></p> <p>Rushing children to finish a meal</p> <p>Not allowing children to listen to their internal hunger cues</p> <p>Provider tells the child to finish everything on his plate. Children may learn to overeat if they’re told to finish their meals or clean their plates, which can lead to weight problems later in life.</p> <p>Provider does not ask the children if they are full. Withholding food from a child may increase his/her desire to consume more food.</p>	<p><i>Possible answers:</i></p> <p>Make sure children have enough time to eat a meal.</p> <p>Help children listen to internal hunger cues to determine if they have had enough to eat.</p> <p>Ask children whether they feel full. Make sure they are not refusing just because they do not like a certain food.</p>

**SCENARIO 2**

A family child care provider is helping the children serve themselves lunch. She says, “Oh, doesn’t this look good! I am sure that you will all enjoy today’s lunch.” Then the provider stands to the side of the table drinking a soda and talking to a staff member. The provider says to the staff member, “I am just going to grab something to eat later.” The staff member asks, “You don’t like the lunch today?” “I really don’t like the vegetables that go with the meal,” the provider replies.

<b>Mistakes</b>	<b>Improvements</b>
<p><i>Possible answers:</i></p> <p>Provider does not sit at the table with the children.</p> <p>Provider does not eat the same meal as the children.</p> <p>Provider drinks a soda while the children are eating their meal.</p> <p>Provider makes negative comments about the food served.</p>	<p><i>Possible answers:</i></p> <p>Arrange it so that at least one adult can sit at the table with the children while they are eating.</p> <p>Provider should be a role model and try a small amount of all of the food.</p> <p>Provider should only drink water or beverages that the children are drinking.</p> <p>Provider should talk to children about which food group the new food falls into or ask them to describe why the new food tastes good and describe features of the new food. Is the food smooth, crunchy, sweet, juicy, or colorful?</p>

# Family Style Mealtime Checklist

Mealtime Routine	
<input type="checkbox"/>	Routines allow for food to be prepared and ready at the designated mealtime.
Appropriate size bowls and serving utensils	
<input type="checkbox"/>	Food is served in bowls of appropriate size that children can lift and pass.
<input type="checkbox"/>	Serving bowls are of appropriate material so they do not conduct heat and are not too hot to pass.
<input type="checkbox"/>	Small size scoops, one-piece plastic tongs, and short-handled hard plastic serving spoons are used.
Mealtime expectations to review with children	
<input type="checkbox"/>	We wash our hands before our meal.
<input type="checkbox"/>	We eat together at the table.
<input type="checkbox"/>	We all come to the table at the same time.
<input type="checkbox"/>	We wait until everyone is ready before we begin our meal.
<input type="checkbox"/>	We serve ourselves and pass food to each other.
<input type="checkbox"/>	We use inside voices.
Passing food practice for children	
<input type="checkbox"/>	Pass with both hands.
<input type="checkbox"/>	Keep food over the table when passing it.
<input type="checkbox"/>	Hold the bowl by the side to keep fingers out of food.
Serving utensils practice for children	
<input type="checkbox"/>	Practice with scoops, tongs, and short-handled hard plastic serving spoons.
Pouring practice for children	
<input type="checkbox"/>	Practice with dry materials such as sand or beans.
<input type="checkbox"/>	Practice with water.
<input type="checkbox"/>	Practice with pouring water into child-size cups.
Cleanup practice for children	
<input type="checkbox"/>	Pretend to clean with sponge or cloth.
<input type="checkbox"/>	Pretend to clean the floor with a mini-mop or cloth.
<input type="checkbox"/>	Practice cleaning the table and floor with water.

## Song Lyrics

### Twinkle, Twinkle Little Star

By Ann and Jane Taylor, traditional tune

Twinkle, twinkle, little star,  
How I wonder what you are.  
Up above the world so high,  
Like a diamond in the sky.  
Twinkle, twinkle, little star.  
How I wonder what you are.

### The ABC Song

Musical arrangement attributed to Louis Le Maire

*a-b-c-d-e-f-g*

*h-i-j-k-lmnop*

*q-r-s*

*t-u-v*

*w, x*

*y and z*

*Now I know my "ABCs,"  
Next time won't you sing with me.*

### Clean Up, Clean Up, Everybody, Everywhere

Traditional

Clean up! Clean up!  
Everybody, everywhere.  
Clean up! Clean up!  
Everybody do your share.



## Lesson 5: Pre-/Post-Assessment

**INSTRUCTIONS:** Place an identifier, such as a letter or a number, on the top right corner of the page. Read each question and all of the possible answers. Then, circle the best answer.

1. When setting the table you should
  - a. use paper plates and plastic utensils.
  - b. do it yourself so it is done correctly.
  - c. set out large trays for serving the food.
  - d. use child-size utensils and serving dishes.
  
2. Components of family style meals include all of the following EXCEPT
  - a. food preparation.
  - b. meal service.
  - c. circle time.
  - d. cleanup.
  
3. During meals
  - a. no one should talk so everyone can focus on eating.
  - b. there should be pleasant conversation that focuses on the children.
  - c. children should eat all the food they serve themselves.
  - d. adults should eat different food than the children.
  
4. Children should wash their hands
  - a. when preparing food.
  - b. before eating.
  - c. for 20 seconds.
  - d. all of the above
  
5. During food preparation you should
  - a. wash your hands only before cooking.
  - b. avoid cross contamination.
  - c. keep food on the counter to come to room temperature.
  - d. take meat out of the oven when it looks brown.

## Answers to the Lesson 5: Pre-/Post-Assessment

**Instructor's Note:** The correct answers are underlined below.

**INSTRUCTIONS:** Place an identifier, such as a letter or a number on the top right corner of the page. Read each question and all of the possible answers. Then circle the best answer.

1. When setting the table you should
  - a. use paper plates and plastic utensils.
  - b. do it yourself so it is done correctly.
  - c. set out large trays for serving the food.
  - d. use child-size utensils and serving dishes.**
  
2. Components of family style meals include all of the following EXCEPT
  - a. food preparation.
  - b. meal service.
  - c. circle time.**
  - d. cleanup.
  
3. During meals
  - a. no one should talk so everyone can focus on eating.
  - b. there should be pleasant conversation that focuses on the children.**
  - c. children should eat all the food they serve themselves.
  - d. adults should eat different food than the children.
  
4. Children should wash their hands
  - a. when preparing food.
  - b. before eating.
  - c. for 20 seconds.
  - d. all of the above.**
  
5. During food preparation you should
  - a. wash your hands only before cooking.
  - b. avoid cross contamination.**
  - c. keep food on the counter to come to room temperature.
  - d. take meat out of the oven when it looks brown.



## Lesson 6: Food Allergies and Intolerances

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## Lesson-at-a-Glance

Time	Topic	Activity	Materials
5 minutes	Introduction to the Lesson	Lesson 6: Pre-Assessment	Participant's Workbook
<b>Objective 1: Describe food allergies and the related symptoms.</b>			
10 minutes	Food Allergies and Symptoms	Common Food Allergies	Participant's Workbook
<b>Objective 2: Identify the top nine food allergens on food labels.</b>			
10 minutes	Top Nine Allergens, Label Reading	Using Food Labels	Participant's Workbook Ingredient labels
<b>Objective 3: Differentiate between a food intolerance and a food allergy.</b>			
5 minutes	Food Intolerance, Lactose Intolerance, and Celiac Disease		Participant's Workbook
<b>Objective 4: Create a food allergy policy.</b>			
20 minutes	Create a Food Allergy Policy	Teach it Back Allergy Policy	Participant's Workbook Chart paper Markers
<b>Conclusion</b>			
10 minutes	Conclusion	Allergy and Intolerance Case Study Lesson 6: Post-Assessment	Participant's Workbook
<b>60 minutes</b>			



# Lesson 6: Food Allergies and Intolerances

## Introduction

**SHOW SLIDE: Lesson 6: Food Allergies and Intolerances**

**DO:**

As participants arrive, have them sign the sign-in sheet and distribute the Participant's Workbook.

**SAY:**

Welcome to Food Allergies and Intolerances. Turn to the **Lesson 6: Pre-Assessment** in your Participant's Workbook. You will have 5 minutes to complete the assessment. The assessment is designed to measure your current knowledge of this subject. Answer the questions to the best of your knowledge.

**DO:**

Ask the participants to place an identifier on the top right corner of the page. State the same identifier will be used at the conclusion of the lesson on the **Lesson 6: Post-Assessment**. The identifier should be something simple and easily remembered by the participant. Give participants 5 minutes to complete the pre-assessment. Collect completed pre-assessments before beginning the lesson. (The **Answers to the Lesson 6: Pre-/Post-Assessment** are found at the end of the lesson.)

**SHOW SLIDE: Food Allergies and Children**

**SAY:**

Please find in your Participant's Workbook the **Food Allergies and Intolerances Note Page**. You can use the note page to take notes as we go through the lesson.

Food allergies are common in children under the age of four and the prevalence is increasing. It is important that family child care providers are prepared to keep children with food allergies safe.

**Objective 1: Describe food allergies and the related symptoms.**

**DO:**

**(Workbook Activity) Common Food Allergies**

**Materials Needed: Common Food Allergies** worksheet in the Participant's Workbook and **Common Food Allergies Answer Key** in the Supporting Documents section of the Instructor's Manual.

**SAY:**

Turn to the **Common Food Allergies** worksheet in your Participant's Workbook. Look at the list of foods. If you think an item is a common food allergy, circle "Yes." If you think an item is not a common food allergy, circle "No."

**DO:**

Give participants 3 minutes to complete the worksheet, and then review the answers using the answer sheet.

**SHOW SLIDE: Food Allergies in the United States**

**SAY:**

Studies suggest that up to 15 million people in the U.S. have food allergies. Of that number, 5.9 million are under the age of 18. Many of those children and adolescents with food allergies are allergic to more than one food.

**SHOW SLIDE: Food Allergy**

**SAY:**

A food allergy is an abnormal immune response that occurs when the body reacts to a certain food as if it is a harmful substance. Food allergens are the proteins in food that trigger an immune response in a person who has an allergy. Even very small amounts of a food can cause a reaction.

An allergic reaction to a food can be mild to severe, and the signs and symptoms can present themselves within a few minutes or up to a few hours after eating or having contact with a food allergen. Not all children will display the same symptom during an allergic reaction.

**DO:**

Ask participants to go to **Food Allergy Symptoms** handout in their Participant's Workbook and review the page together.

**SHOW SLIDE: Anaphylaxis**

**SAY:**

The most severe allergic reaction is called anaphylaxis, which can cause death. Anaphylaxis may start with symptoms in the mouth, such as itching, a tingling sensation, or a metallic taste, or with symptoms on the skin, such as itching or swelling. Children may describe the reaction as an itchy or strange feeling in their mouth or throat. These initial symptoms can progress to involve many body systems with breathing difficulties, a drop in blood pressure, loss of consciousness, and possibly death. Peanuts and tree nuts, followed by shellfish, are the most likely allergens to cause anaphylaxis. Anaphylaxis is considered a disability, and the law protects people who are at risk for this reaction. A child might not be able to explain the symptoms of an allergic reaction the same way an adult would. So, it is important to look for words and signs that children may use if they are having a reaction.

**DO:**

Have participants go to **Words and Signs Children May Use During an Allergic Reaction** handout in their Participant's Workbook and review the page together.

**SAY:**

If an allergic reaction does occur, antihistamines and other medicines can be used as prescribed by a physician. In the case of anaphylaxis, the child suffering from a reaction must receive epinephrine (which is given as an injection) as soon as possible and then be taken to the hospital by emergency services. Because there is no cure for allergies, the best way to treat food allergies is to avoid the foods that cause them.

## Objective 2: Identify the top nine food allergens on food labels.

**SHOW SLIDE: Top Nine Foods That Cause Allergies****SAY:**

Nine foods cause the majority of the food allergies in the United States. These nine foods include milk, eggs, peanuts, tree nuts (for example, walnuts, almonds, cashews, pistachios, and pecans), wheat, sesame, soy, fish, and crustacean shellfish (for example shrimp, lobster, and crab).

**DO:**

Have participants go to the **Common Food Allergens** handout in their Participant's Workbook and review the page together.

**SHOW SLIDE: Reading Labels****SAY:**

There are other foods that can cause an allergic reaction. These foods may include gelatin, sunflower seeds, beef, chicken, corn, fresh apples, carrots, tomatoes, or bananas.

The best way to help a child avoid a specific food allergen is to read food labels. Food labels must list the nine major food allergens (milk, eggs, peanuts, tree nuts, wheat, sesame, soy, fish, and crustacean shellfish) in plain language—either in the ingredient list or with a “contains” or “allergy” statement. For example, if whey (which is a milk protein) is used in a product, then the label must have the word “milk” in parentheses next to the ingredient “whey” OR have a statement at the end of the ingredient list that reads “Contains: Milk.” Look at the **Label Reading** handout in your Participant's Workbook to see examples. It is important to read all food labels, even if you think the product does not contain an allergen. For example, canned tuna fish may contain milk.

Labels may also contain warning statements that begin with “may contain,” “produced on shared equipment,” or “produced in a plant that uses.” These foods should be avoided as the product may contain a small amount of the allergen through cross contact.

**DO:**

Have participants go to the **Label Reading** handout in their Participant's Workbook and review the page together.

**SAY:**

If children are allergic to foods other than the top nine food allergens, ask the parent to submit a list of specific allergens and common names that are listed on food labels from the child's caregiver and/or physician. Then,

carefully check food labels for all ingredients that contain the allergen. Remember, these ingredients may also be hidden under terms such as colors, flavors, or spices on food labels. Manufacturers should be contacted for additional information as needed.

**DO:**

**(Workbook Activity) Using Food Labels**

**Materials Needed:** **Using Food Labels** worksheet in the Participant's Workbook and **Using Food Labels Answer Key** in the Supporting Documents section of the Instructor's Manual.

**SAY:**

You are now going to have the opportunity to read food labels to look for allergens.

**DO:**

Ask participants to turn to **Using Food Labels** worksheet in their Participant's Workbook.

**SAY:**

Review the family child care menu items in the column on the left. Use the **Ingredient Labels** handout on the following page to determine if these foods contain milk, soy, or egg. On the chart, make an X for each allergen the food item contains.

**DO:**

Have participants work as partners or in small groups to complete the worksheet. Review the answers as a group using the **Using Food Labels Answer Key**.

**Objective 3: Differentiate between a food intolerance and a food allergy.**

**SHOW SLIDE: Food Intolerance**

**SAY:**

Other food reactions or sensitivities to foods are known as food intolerances. Food intolerances are sometimes confused with food allergies because they can produce some of the same symptoms. However, an important difference is that food intolerance does not involve the immune system. Food intolerances are more common than food allergies and are rarely life-threatening.

**SHOW SLIDE: Lactose Intolerance**

**SAY:**

There are several types of food intolerances. The most common food intolerance is lactose intolerance, which is caused by the lack of the enzyme lactase and results in the inability to properly digest the sugar in milk and milk products. Common symptoms of lactose intolerance include gastrointestinal cramping and pain, bloating, nausea, gas, and diarrhea. You can serve lactose-free milk to children who are lactose intolerant. Lactose-free milk is creditable, and you do not need a medical statement on file to claim meals for CACFP reimbursement.



**SHOW SLIDE: Celiac Disease****SAY:**

Another food related disorder that is becoming more common is celiac disease or “celiac sprue.” This disorder affects the digestive process in the small intestine. In celiac disease, foods containing gluten cause damage to the intestines and can cause malabsorption of nutrients. Sources of gluten include wheat, rye, barley, and sometimes oats. If a child with celiac disease eats foods containing gluten, he or she may experience bloating and gas, diarrhea, constipation, headaches, itchy skin rash, and even mouth sores. Just as with food allergies, the only way to treat celiac disease is to avoid all gluten.

### Objective 4: Create a food allergy policy.

**SHOW SLIDE: Written Food Allergy Policy****SAY:**

As a family child care provider, you have an important role in keeping children with allergies safe. To do this, it is important to have a written food allergy policy that defines the course of action that your family child care program will follow to meet the needs of children with food allergies. Then, when a parent reports that their child has a food allergy and requests a special diet, you will already have a policy in place.

**DO:****(Workbook Activity) Teach it Back Allergy Policy**

**Materials Needed:** Family Child Care Allergy Policy handout in the Participant’s Workbook, chart paper, and markers

**SAY:**

**Instructions:** This next activity is going to help you think about the things that you should consider when creating a food allergy policy for your family child care program. Turn to the **Family Child Care Allergy Policy** handout in your Participant’s Workbook.

**DO:**

Divide participants into five groups. Assign each group one of the sections in the **Family Child Care Allergy Policy** handout. Give each group one sheet of chart paper and a marker. Ask each group to review its assigned section. Have them write the key concept from the section on their paper. Then, have each group present their section to the rest of the class. As the instructor, provide additional information if needed. Also, encourage other class participants to share ideas that they have used in their family child care programs.

## Conclusion

### SAY:

Be sensitive about a child's food restrictions. Identify a secure, but easily accessible place for staff to locate a list of children's food allergies. Try to plan meals that everyone can eat whenever possible; this helps avoid singling out children with food allergies or intolerances. Usually, with careful planning, you can provide meals that will be safe for all children to eat or that will require only limited meal modifications.

### DO:

#### **(Workbook Activity) Allergy and Intolerance Case Study**

**Materials Needed:** **Allergy and Intolerance Case Study** worksheet in the Participant's Workbook and **Allergy and Intolerance Case Study Answer Key** in the Supporting Documents section of the Instructor's Manual.

### SAY:

To practice making simple meal modifications to a menu for children with food allergies and intolerances, let's turn to the **Allergy and Intolerance Case Study** worksheet in your Participant's Workbook. Read the case study, and then rewrite the menu with appropriate meal modifications that would be safe for Sue and Juan. You can work on your own or with a partner.

### DO:

Have participants complete the assignments, and then review the answers as a class using the **Allergy and Intolerance Case Study Answer Key**.

### SHOW SLIDE: Questions

### SAY:

Are there any questions before we complete the post-assessment? Please take a few minutes to do the **Lesson 6: Post-Assessment** in your Participant's Workbook. Remember to add the same identifier to the top right corner of the assessment.

### DO:

Give participants 5 minutes to take the **Lesson 6: Post-Assessment**. Ask participants to score their own assessments as you review the correct answers using the **Answers to the Lesson 6: Pre-/Post-Assessment**. Collect the assessments.

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# Food Allergies and Intolerances Note Page

**INSTRUCTIONS:** Use the note page to take notes you may find useful in your family child care program.

**Introduction:**

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**Objective 1:** Describe food allergies and the related symptoms.

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**Objective 2:** Identify the top nine food allergens on food labels.

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**Objective 3:** Differentiate between a food intolerance and a food allergy.

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**Objective 4:** Create a food allergy policy.

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**Conclusion:**

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## Common Food Allergies

**INSTRUCTIONS:** Look at the list of foods below. If you think this is a common food allergy, circle “Yes.” If you think this is not a common food allergy, circle “No.”

Food Item	Common Food Allergy?	
	Yes	No
1. Cow’s milk	Yes	No
2. Applesauce	Yes	No
3. Peanuts	Yes	No
4. Rice cereal	Yes	No
5. Wheat bread	Yes	No
6. Eggs	Yes	No

## Common Food Allergies Answer Key

**Instructor’s Note:** Correct answers are underlined below.

**INSTRUCTIONS:** Look at the list of foods below. If you think this is a common food allergy, circle “Yes.” If you think this is not a common food allergy, circle “No.”

Food Item	Common Food Allergy?	
	Yes	No
1. Cow’s milk	<u>Yes</u>	No
2. Applesauce	Yes	<u>No</u>
3. Peanuts	<u>Yes</u>	No
4. Rice cereal	Yes	<u>No</u>
5. Wheat bread	<u>Yes</u>	No
6. Eggs	<u>Yes</u>	No

# Food Allergy Symptoms

An allergic reaction to a food can be mild to severe, and the signs and symptoms can present themselves within a few minutes or up to a few hours after eating or having contact with a food allergen. Below are some of the possible symptoms of an allergic reaction.

## **Skin Symptoms**

- Hives
- Swelling
- Skin rash

## **Gastrointestinal Symptoms**

- Stomach cramps
- Nausea
- Vomiting
- Diarrhea

## **Respiratory Symptoms**

- Runny nose
- Difficulty breathing
- Tightening of throat

## **Oral Symptoms**

- Itching
- Swelling of the tongue or throat
- Hives in mouth or on tongue or roof of mouth

## **Other Symptoms**

- Rapid drop in blood pressure
- Anaphylactic shock



## Words and Signs Children May Use During an Allergic Reaction

Children may not be able to clearly explain symptoms of an allergic reaction or know that they are experiencing an allergic reaction. Therefore, children will explain an occurring allergic reaction in their own words. Children may say the following statements when experiencing an allergic reaction:

- “This food is too spicy.”
- “My tongue is hot.”
- “My tongue feels like there is hair on it.”
- “There’s a frog in my throat.”
- “My lips feel tight.”
- “My mouth feels funny.”
- “My mouth itches.”
- “It feels like something is stuck in my throat.”
- “It feels like there are bugs in my ear.”
- “It feels like there is a bump in the back of my throat.”

Young children, such as infants and toddlers may not be able to explain allergic reaction symptoms in words. Understanding this, it is important to watch behaviors during and after meals. Some of the signs of an allergic reaction are as follows:

- Difficulty breathing
- Pulling or scratching at the ear or tongue
- Hoarse or squeaky voice
- Swelling of the face, eyes, or tongue
- Hives and rashes
- Itching

Source: U.S. Department of Agriculture, Food and Nutrition Service. (2013). Appendix B: Care for children with food allergies. In *Nutrition and wellness for young children*. Retrieved from [http://teamnutrition.usda.gov/Resources/nutritionandwellness/appendix\\_b.pdf](http://teamnutrition.usda.gov/Resources/nutritionandwellness/appendix_b.pdf)



## Common Food Allergens

- Cow's milk - includes anything made from cow's milk, such as yogurt, cheese, butter, or milk-based formulas. Goat's milk should also be avoided if someone is allergic to cow's milk.
- Eggs - includes whites, yolks, and powdered eggs.
- Peanuts - includes peanut flour and hydrolyzed protein. Check with the child's doctor or review the signed medical statement and care plan on file to determine if peanut oil should be avoided.
- Tree nuts - includes, but is not limited to, walnuts, almonds, hazelnuts, cashews, pistachios, and Brazil nuts. Check with the child's doctor or review the signed medical statement and care plan on file to determine if coconuts or coconut oil should be avoided.
- Fish - includes, but is not limited to, salmon, tuna, and halibut.
- Sesame - includes, but is not limited to, sesame flour, oil, paste, powder, and seeds. Sesame is also used in non-food items, such as cosmetics, perfumes, medications, nutritional supplements, and pet foods.
- Shellfish - includes, but is not limited to, crab, lobster, shrimp, clams, mussels, oysters, scallops, and squid.
- Soy - includes soybeans, soy protein, and soy flour. Check with the child's doctor or review the signed medical statement and care plan on file to determine if soybean oil should be avoided.
- Wheat - includes anything made from wheat, such as bread, pasta, cereal, and crackers. Wheat is sometimes found in ice cream, spaghetti sauce, or hot dogs. Wheat can also be found in modeling clay.



## Label Reading

Food labels must list the nine major food allergens (milk, eggs, peanuts, tree nuts, wheat, sesame, soy, fish, and crustacean shellfish) in plain language, either in the ingredient list or with a “contains” statement.

### Hot Dog Buns

#### Ingredient List

ENRICHED FLOUR (WHEAT), WATER, HIGH FRUCTOSE CORN SYRUP, EGG, CORN OIL, WHEY (MILK), YEAST, SUGAR, SOY FLOUR

#### Contains Statement (Allergy Statement)

CONTAINS: MILK, SOY, EGG, AND WHEAT



## Using Food Labels

**INSTRUCTIONS:** Review the family child care menu items in the column on the left. Use the ingredient labels chart on the next page to determine if these foods contain milk, soy, or egg. On the chart, make an X for each allergen the food item contains.

Food Item	Allergen		
	Milk	Soy	Egg
Meatballs			
Crinkle Cut Fries			
Biscuits			
Chicken Nuggets			
Mashed Potatoes			
Creamed Corn			
Hot Dogs			
Hot Dog Buns			
Cheese Ravioli			
Tacos			
Cheese Pizza			
Carrots and Celery with Ranch Style Dressing			

## Using Food Labels Answer Key

**Instructor's Note:** Correct answers are indicated in the chart below.

**INSTRUCTIONS:** Review the family child care menu items in the column on the left. Use the ingredient labels chart on the next page to determine if these foods contain milk, soy, or egg. On the chart, make an X for each allergen the food item contains.

Food Item	Allergen		
	Milk	Soy	Egg
Meatballs	X	X	X
Crinkle Cut Fries		X	
Biscuits	X		
Chicken Nuggets	X	X	
Mashed Potatoes	X		
Creamed Corn			
Hot Dogs		X	
Hot Dog Buns	X	X	X
Cheese Ravioli	X		X
Tacos	X		
Cheese Pizza	X	X	
Carrots and Celery with Ranch Style Dressing	X	X	X

# Ingredient Labels

<p><b>MEATBALLS</b></p> <p>Beef, water, textured soy protein, eggs, dehydrated onion, garlic, spices, bread crumbs</p> <p>Contains: eggs, milk, soy and wheat</p>	<p><b>MASHED POTATOES</b></p> <p>Potatoes, sour cream, butter, salt, pepper</p> <p>Contains: milk</p>
<p><b>CREAMED CORN</b></p> <p>Corn, water, sugar, modified corn starch, salt</p>	<p><b>CRINKLE CUT FRIES</b></p> <p>Potatoes, vegetable oil, salt, dextrose</p> <p>Contains: soy beans</p>
<p><b>BISCUITS</b></p> <p>Enriched flour, skim milk, soybean oil, sugar, baking powder, salt</p> <p>Contains: wheat and milk ingredients</p>	<p><b>HOT DOG BUNS</b></p> <p>Enriched flour, water, buttermilk, high fructose corn syrup, egg, soybean oil, whey, yeast, sugar, wheat gluten, soy flour</p> <p>Contains: milk, soy, egg, and wheat</p>
<p><b>CHICKEN NUGGETS</b></p> <p>Chicken breast, water, wheat flour, salt, soybean oil, whey, rice flour, spices, flavoring, food starch</p> <p>Contains: milk, wheat, and soy</p>	<p><b>CHEESE PIZZA</b></p> <p>Toppings: low-moisture part-skim mozzarella cheese, tomatoes, food starch, salt, spices</p> <p>Crust: enriched flour, water, vegetable shortening, yeast, salt, sugar</p> <p>Contains: milk, soy, and wheat</p>
<p><b>CARROTS AND CELERY WITH RANCH STYLE DRESSING</b></p> <p>Carrots, celery, dressing (soybean oil, water, egg yolk, sugar, salt, non-fat buttermilk, natural flavors [soy], spices)</p>	<p><b>HOT DOGS</b></p> <p>Beef, water, garlic powder, hydrolyzed soy protein, paprika, potassium and sodium lactate, salt</p> <p>Contains: soy</p>
<p><b>TACOS</b></p> <p>Shell: stone ground corn flour, water, cellulose gum, calcium propionate, lime</p> <p>Meat: hamburger, spices (chili pepper, cumin, oregano, and red pepper), onion, whey solids (milk), salt, sugar, paprika, garlic, potato starch, citric acid</p>	<p><b>CHEESE RAVIOLI</b></p> <p>Enriched durum flour, whole milk ricotta cheese, water, whole egg, romano cheese, salt, spices, soybean oil</p> <p>Contains: egg, milk, and wheat</p>





# Family Child Care Allergy Policy

## 1. Create a food allergy policy for your program.

- Incorporate your state and federal disability laws and the U.S. Department of Agriculture (USDA) regulations regarding children with food allergies.
- Include an emergency plan in case of a severe allergic reaction, such as anaphylaxis. If epinephrine is administered, emergency medical services should be called immediately, and the child should be transported to the emergency room.
- Include a plan to notify parents about any reactions or exposures to an allergen.
- Require all children to wash their hands when entering your home (or facility) and before and after meals and snacks to prevent cross contact.
- Develop and follow procedures to avoid cross contact.
- Develop food allergy forms to obtain the appropriate information from parents and State licensed healthcare professionals.
- Identify a location to post a list of children with food allergies where only caregivers have access. Remember to maintain confidentiality regarding children's medical information.
- Decide where to keep medication.

## 2. Create an individual food allergy plan for each child with a food allergy.

- Discuss with parents or guardians what actions you should take to keep children safe from exposure to the allergen and how to treat a reaction if it occurs.
- Put the plan in writing for the parents to review, and then keep it where you and other caregivers can refer to it as needed.
- Inform parents that they are responsible for supplying needed medication. Be sure you understand when and how to administer the medication. Be aware of who is allowed to administer medication as state laws may vary. Keep medications in a location that is safe and secure but easy to access for caregivers.
- Require parents or caregivers to bring a medical statement from a State licensed healthcare professional (individual authorized to write medical prescriptions under state law) or a registered dietitian for their children with food allergies, which are considered disabilities. Medical statements should always include the food(s) to be omitted as well as the food(s) to be substituted.
- If there is uncertainty about the medical statement or if it does not provide enough information, contact the household for clarification.
- Children with milk allergies may be offered a nondairy beverage that is nutritionally equivalent to fluid milk when a written request is made by a State licensed healthcare professional, registered dietitian, parent, or legal guardian. Contact your sponsoring organization or local governing facility for documentation forms that can be used.
- Consider allowing parents to provide food for children with multiple special diet requirements to decrease the chances of an allergic reaction.

### 3. Develop procedures to prevent cross contact.

- Wash hands with warm soapy water before and after each task. Using water or hand sanitizer is ineffective because neither removes allergens.
- Clean and sanitize all food contact surfaces thoroughly before and after each use with warm soapy water when preparing food for a child with food allergies. Sanitizing alone will not effectively remove food allergens.
- Consider using specified cutting boards or work areas to prepare food for children with food allergies.
- Consider restricting food to certain locations in the house.
- Wipe down counters and tables with common household cleaners before and after meals and snacks.
- Store foods so that allergen-free foods do not come in contact with other foods.
- Require all children to wash their hands with warm soapy water upon entering your home (or facility) and before and after meals and snacks.
- Do not allow trading or sharing food, food utensils, or food containers.
- Make meals for children with food allergies first, or serve children with food allergies first if serving meals family style.
- Refrain from using foods that a child is allergic to in art projects, cooking activities, or crafts (for example, peanut butter for bird feeder pinecone crafts or modeling clay that contains wheat).
- Ask parents to pre-approve items such as body lotions, sunscreens, shampoos, and creams for children with food allergies, as some may contain allergenic ingredients which could be ingested by the child.

### 4. Train other caregivers.

- Train caregivers on the basics of food allergies.
- Train caregivers on your family child care food allergy policy and each child's individual food allergy plan.
- Instruct caregivers how to identify symptoms of an allergic reaction.
- Explain that in the event of an allergic reaction, caregivers should promptly follow instructions in the individual food allergy plan.
- Consider having parents of children with food allergies or your sponsoring agency help you train caregivers about food allergies.
- Take precautions to ensure the confidentiality of children's medical information.
- Have a plan to notify any substitute or parent helper about food allergies.

### 5. Use food labels.

- Understand how foods are labeled for allergens.
- If a child is allergic to a food other than the top nine food allergens, be sure to have a list of ingredients to avoid from the child's caregiver or physician.
- Check labels for warning statements that begin with "may contain," "produced on shared equipment," or "produced in a plant that uses." These foods should be avoided as the product may contain a small amount of the allergen through cross-contact.
- Do not allow outside food without a food label.

- Check food labels for allergens on every product each time you purchase it, and follow your state guidelines for keeping food labels on file.
- Call manufacturers or ask parents when you are unsure about ingredients to ensure that each food is safe for a child's unique allergy issues.

## Allergy and Intolerance Case Study

**INSTRUCTIONS:** Read the case study below, and then rewrite the menu with appropriate meal modifications that would be safe for Sue and Juan.

### Case Study

Two children in your program have food allergies or intolerances. Sue is allergic to peanuts. If she eats a food containing peanuts, she breaks out in hives, wheezes, and vomits. Juan is lactose intolerant, and he cannot digest the sugar found in milk or milk products. If he does eat any food containing milk or milk products, Juan develops stomach cramps and diarrhea. Medical forms are on file instructing that Sue receive peanut-free foods and requesting Juan be served milk-free meals. The instructions also request that Juan have lactose-free milk available to him at breakfast and lunch.

The lunch menu planned for today is as follows:

- Cheeseburger on a bun
- Carrot sticks with ranch dressing dip
- Baked beans
- Apple slices with peanut butter
- Choice of milk

Make any necessary changes to this meal so that it will be appropriate for Sue and Juan.

Write appropriate menus below.

Menu for Sue	Menu for Juan
*	*
*	*
*	*
*	*
*	*

# Allergy and Intolerance Case Study Answer Key

**Instructor's Note:** Correct answers are indicated in italics below.

**INSTRUCTIONS:** Read the case study below, and then rewrite the menu with appropriate meal modifications that would be safe for Sue and Juan.

## Case Study

Two children in your program have food allergies or intolerances. Sue is allergic to peanuts. If she eats a food containing peanuts, she breaks out in hives, wheezes, and vomits. Juan is lactose intolerant, and he cannot digest the sugar found in milk or milk products. If he does eat any food containing milk or milk products, Juan develops stomach cramps and diarrhea. Medical forms are on file instructing that Sue receive peanut-free foods and requesting Juan be served milk-free meals. The instructions also request that Juan have lactose-free milk available to him at breakfast and lunch.

The lunch menu planned for today is as follows:

- Cheeseburger on a bun
- Carrot sticks with ranch dressing dip
- Baked beans
- Apple slices with peanut butter
- Choice of milk

Make any necessary changes to this meal so that it will be appropriate for Sue and Juan.

Write appropriate menus below.

Menu for Sue	Menu for Juan
<i>Cheeseburger on a bun</i>	<i>Hamburger on a bun</i>
<i>Carrot sticks with fat-free Italian dressing dip</i>	<i>Carrot sticks with fat-free Italian dressing dip</i>
<i>Baked beans</i>	<i>Baked beans</i>
<i>Apple slices</i>	<i>Apple slices with peanut butter</i>
<i>Choice of milk</i>	<i>Lactose-free milk</i>

\*Note: In the case of Sue, be sure procedures are in place to prevent cross-contact. Peanut butter sticks to surfaces and can easily contaminate other foods if utensils and food contact surfaces are not properly cleaned and sanitized.

## Lesson 6: Pre-/Post-Assessment

**INSTRUCTIONS:** Place an identifier, such as a letter or a number, on the top right corner of the page. Read each question and all of the possible answers. Then, circle the best answer.

1. Which food is NOT one of the nine common food allergens?
  - a. milk.
  - b. eggs.
  - c. strawberries.
  - d. wheat.
  
2. A food allergy policy should include
  - a. an emergency plan in case of a severe allergic reaction.
  - b. procedures for obtaining information from caregivers and physicians.
  - c. ways the family child care program will avoid cross contact.
  - d. all of the above.
  
3. What is anaphylaxis?
  - a. a mild allergic reaction
  - b. a severe allergic reaction that can lead to death
  - c. an allergic reaction that is NOT treatable
  - d. an allergic reaction that is easily treated with antihistamines
  
4. A person with celiac disease cannot eat \_\_\_\_\_.
  - a. gluten
  - b. eggs
  - c. milk
  - d. preservatives
  
5. A food allergy is different from a food intolerance because
  - a. the symptoms are always different.
  - b. it involves the immune system.
  - c. it is never outgrown.
  - d. only children get them.

## Answers to the Lesson 6: Pre-/Post-Assessment

**Instructor's Note:** The correct answers are underlined below.

**INSTRUCTIONS:** Place an identifier, such as a letter or a number, on the top right corner of the page. Read each question and all of the possible answers. Then, circle the best answer.

1. Which food is NOT one of the nine common food allergens?
  - a. milk.
  - b. eggs.
  - c. strawberries**
  - d. wheat.
2. A food allergy policy should include
  - a. an emergency plan in case of a severe allergic reaction.
  - b. procedures for obtaining information from caregivers and physicians.
  - c. ways the family child care program will avoid cross contact.
  - d. all of the above.**
3. What is anaphylaxis?
  - a. a mild allergic reaction
  - b. a severe allergic reaction that can lead to death**
  - c. an allergic reaction that is NOT treatable
  - d. an allergic reaction that is easily treated with antihistamines
4. A person with celiac disease cannot eat \_\_\_\_\_.
  - a. gluten**
  - b. eggs
  - c. milk
  - d. preservatives
5. A food allergy is different from a food intolerance because
  - a. the symptoms are always different.
  - b. it involves the immune system.**
  - c. it is never outgrown.
  - d. only children get them.

## Lesson 7: Infants and Development

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## Lesson-at-a-Glance

Time	Topic	Activity	Materials
10 minutes	Introduction to the Lesson	Lesson 7: Pre-Assessment Personalities of Providers and Infants	Participant's Workbook Crayons
<b>Objective 1: Describe the relationship between growth and development.</b>			
10 minutes	Infant Developmental and Feeding Milestones CACFP Infant Meal Patterns		Participant's Workbook Baby doll and bottle
<b>Objective 2: Describe the relationship between food and health in infants.</b>			
20 minutes	Special Nutrition Needs of Infants	Feeding Infants	Participant's Workbook
<b>Objective 3: Demonstrate best practices for safely feeding infants.</b>			
5 minutes	Food Safety for Breast Milk and Infant Formula		Participant's Workbook
<b>Conclusion</b>			
15 minutes	Infant Feeding Conclusion	Find the Match Lesson 7: Post-Assessment	Participant's Workbook
<b>60 minutes</b>			



# Lesson 7: Infants and Development

## Introduction

### SHOW SLIDE: Lesson 7: Infants and Development

#### DO:

As participants arrive, have them sign the sign-in sheet and distribute the Participant's Workbooks.

#### SAY:

Welcome to Infants and Development. Turn to the **Lesson 7: Pre-Assessment** in your Participant's Workbook. You will have 5 minutes to complete the assessment. The assessment is designed to assess your current knowledge. Answer the questions to the best of your knowledge.

#### DO:

Ask the participants to place an identifier on the top right corner of the page. State the same identifier will be used at the conclusion of the lesson on the post-assessment. The identifier should be something simple and easily remembered by the participant. Give participants 5 minutes to complete the pre-assessment. Collect completed pre-assessments before beginning the lesson. (The **Answers to the Lesson 7: Pre-/Post-Assessment** can be found at the end of the lesson.)

#### SAY:

Please find in your Participant's Workbook the **Infants and Development Note Page**. You can use the note page to take notes as we go through the lesson.

When caregivers feed infants, feelings are communicated. Sometimes feelings are friendly and positive, but not always. Think about how your personality color blends with the personalities of the infants. Your color changes with each infant.

#### DO:

### (Workbook Activity) Personalities of Providers and Infants

**Materials Needed:** **Personalities of Providers and Infants** worksheet in the Participant's Workbook and boxes of crayons

#### DO:

**Instructions:** Ask participants to turn to the **Personalities of Providers and Infants** worksheet in their Participant's Workbook. Read the directions and ask them to complete the worksheet. When everyone has finished, ask volunteers to share their responses.

**Instructor's Note:** There are no right or wrong answers. We all perceive colors differently. One color may seem upbeat to one person but not to another.

**SAY:**

As you can tell, there were no good or bad colors. However, it is very important to be sure the blending of the two colors conveys a warm, nurturing atmosphere.

**Objective 1: Describe the relationship between growth and development.**

**SAY:**

The way feeding is handled affects an infant's view of the world. The feelings and attitudes of the caregiver are conveyed to the infant during feeding. By learning how infants grow and develop, you can provide care and comfort as well as appropriate nutrition when feeding. As we discuss growth and development, think about infants you care for and how they have experienced these changes.

Turn to the **Infant Developmental and Feeding Milestones** handout in your Participant's Workbook.

**DO:**

Explain that they can follow along on the sheet as you discuss the milestones for infants at different ages.

**SHOW SLIDE: Infant Development: Birth to the end of 5 months**

**SAY:**

During the first 6 months of life, infants are growing and developing rapidly. Infants develop at their own rate, so family child care providers must listen to learn the baby's needs.

- Holding and cuddling are very important during this time. There is no way to "spoil" an infant. If you give a baby prompt attention, he'll feel more secure and less anxious.
- Eyesight is blurry at birth, but the sense of smell develops quickly. Infants can tell the difference between people by smell.
- Infants hear tones, but do not understand words. Speak in a calm, pleasant voice.
- They can suck and swallow liquids but will push solid food out of their mouths.

These developmental indicators are important to keep in mind as we discuss feeding practices for infants in this age range. For example, infants in this age range will get all of their nourishment from breast milk or formula from a bottle when in your care. Holding infants while feeding them their bottle is important to their development.

**SHOW SLIDE: Infant Feeding**

**SAY:**

There are some important feeding practices to follow during the first 6 months.

- Infants need only breast milk or iron-fortified formula for the first 6 months of life to meet all their nutritional requirements. Feeding infants solids before they are ready can pose health risks.

- Feed infants when they are hungry (or on-demand), and stop feeding when they are full (even if they have not finished their bottle).

### **SHOW SLIDE: Encourage Breastfeeding**

#### **SAY:**

Breastfeeding offers the best nutrition and developmental advantages for infants. Breast milk has the right balance of nutrients for infants as well as special immune factors. In addition, it has been shown to decrease the development of allergies and reduces the risk of other health challenges later in life. Breastfeeding helps infants bond with their mothers and is recommended by doctors.

As a result, the CACFP encourages breastfeeding by allowing reimbursement when a mother breastfeeds onsite and when she provides expressed milk for her child to drink.

### **SHOW SLIDE: Promoting Breastfeeding in Child Care**

#### **SAY:**

There are things you can do in your family child care program to promote breastfeeding and support breastfeeding mothers.

- Encourage moms to use a breast pump and bring in the expressed milk so that you can feed it to the baby during the day.
- Provide a space so that moms can nurse in the family child care facility during breaks from work.

### **SHOW SLIDE: Serving Expressed Breast Milk or Infant Formula**

#### **SAY:**

If you are feeding the baby from a bottle (whether breast milk or infant formula), you should always hold the infant when giving a bottle. Hold the head higher than the rest of the body. This will ensure the milk does not flow into the inner ear and cause an infection. Tilt the bottle to ensure the milk fills the nipple and air does not get in.

In addition, remember that as infants get older, they start to be more aware of their surroundings and can get distracted when eating. Try to feed in a quiet place and avoid too much unnecessary movement so the infant can concentrate on eating.

#### **DO: (Optional)**

Use a baby doll and bottle to demonstrate how to properly feed an infant a bottle. Allow some of the participants to practice if time permits.

#### **SAY:**

After feeding, you should burp the infant. Burp the infant at any natural break in the feeding or at the end of the feeding to eliminate swallowed air from the stomach. There are several techniques that can be used to burp a baby.

- Rub or gently pat the back while the baby rests on your shoulder (supported with your other hand) lap.
- Have the infant sit in your lap supporting the head while you gently pat or rub the back.

- Lay the baby across your lap (the baby's head should be higher than the chest) and gently pat or rub the back.

It is very important to gently pat the baby; roughly patting the baby can cause harm to the baby.

**DO:**

Use a baby doll to demonstrate how to properly burp an infant. Allow some of the participants to practice if time permits.

**SHOW SLIDE: Developmental Readiness**

**SAY:**

Infants may be introduced to solid foods around 6 months, when they are developmentally ready to accept them. There are many developmental changes that help make an infant ready to start trying solid food.

- They grow fast and will double their birth weight in the first 6 months.
- They begin to be able to sit up, alone or with very little support with good head control.
- They open their mouths when food is presented.
- Infants can close their lips over a spoon.
- They can keep food in their mouths and swallow rather than pushing it out.

**SHOW SLIDE: Talk With Parents**

**SAY:**

Working with parents is critical at this stage. It is important to talk about feeding practices with the parents of the infants in your care. Introducing solids slowly and consistently helps an infant's digestive system mature in a healthy way.

During this time, allergies are often discovered. If you are giving a baby different foods than the parents are, it may be hard to determine which food isn't being tolerated well. Some possible signs of an allergy or intolerance are a rash, difficulty breathing, vomiting, or diarrhea. If you suspect that an infant may have an allergy or intolerance to a food, contact the parents as soon as possible, or follow your emergency medical procedure if indicated.

**SHOW SLIDE: Infant Feeding: Tips for Introducing Solid Foods**

**SAY:**

When infants are developmentally ready to begin solid food, there are some general good practices to follow.

- Talk with parents to find out which new foods they are trying at home and which new foods they would like you to offer their infant.
- Introduce small amounts of new foods to see if the infant will accept it. Some infants may not accept certain foods.
- Gradually add other foods as children will eat them.
- Allow a few days between the introductions of each new food.

- Avoid foods with added salt, sugar, honey, modified cornstarch, or modified tapioca starch. Honey and corn syrup may contain *Clostridium botulinum* spores, which can be toxic to an infant.
- Watch children closely after each meal service to make sure there are not allergic reactions to the foods.

For additional information on introducing solid foods to infants, refer to your sponsoring organization.

### **SHOW SLIDE: Infant Development: 6 to 12 Months**

#### **SAY:**

As infants move past 6 months, they are able to engage in more complex gross motor movement, such as crawling. They are also developing emotionally and mentally.

- Infants who are 7 to 12 months old become more attached to others as they experience pleasant interactions, especially with other babies and their caregivers.
- Babies at this age develop likes and dislikes for foods they eat and for people.
- They grow quickly. From birth to the end of the first year, an infant may triple in weight and increase in length by 50%.
- They learn to crawl, squat down and stand up, carry objects in their hands, and walk.
- They are fascinated by new things. They love to look at and feel objects of different sizes, shapes, and textures (e.g., soft, hard, smooth, rough, spongy, and furry).
- Babies recognize familiar voices and faces from far away. They also babble constantly, especially when someone talks to them.

### **SHOW SLIDE: Infant Feeding: 6 to 12 Months**

#### **SAY:**

As an infant's development becomes more complex, so does the ability to handle more varieties and textures of food.

- Caregivers can continue adding new foods to an infant's diet one at a time.
- Avoid foods that may cause choking (such as nuts, raisins, hot dogs, popcorn, grapes, and other small, hard foods).
- Avoid foods that are spicy, salty, sugary, too hot, or too cold. Avoid baby food desserts; they are high in sugar.
- Around 7 months, infants should be consuming foods from all meal components.

#### **DO:**

Refer participants to the **CACFP Infant Meal Patterns** in their Participant's Workbook. Explain that the meal pattern can help guide their food choices and amounts that are appropriate for infants at different ages.

## Objective 2: Describe the relationship between food and health in infants.

### DO:

Refer participants to the **Special Nutrition Needs of Infants** handout in their Participant's Workbook and review the information on this page together.

### SHOW SLIDE: Special Nutritional Needs of Infants

### SAY:

Remember as you are feeding infants that they have different nutritional needs than adults. It is important to understand their special needs when providing food.

- Excess fat in adults can cause heart problems, but it is necessary for infants. Infants need fat in moderation to help them grow and for the development of the brain and nervous system.
- Infants need fiber in moderation. Adults benefit from high-fiber diets, but they are not good for infants. Fiber is bulky, filling, and usually low in calories.
- Infants need only naturally occurring sugars, like those found in breast milk, infant formula, and fruit. Avoid foods containing artificial sweeteners.
- Infants can get the sodium they need from the food they eat. It is not necessary to add salt to their food.
- Choose foods with zinc, iron, and calcium for growth. These minerals are important for healthy blood, proper growth, and strong bones. Food sources of iron and zinc are meats and eggs. Food sources of calcium are infant formula and dark green vegetables.

### DO:

#### (Workbook Activity) Feeding Infants

**Materials Needed:** **Development and Feeding Skills** worksheet, **Infant Developmental and Feeding Milestones** handout, and **CACFP Infant Meal Patterns** in the Participant's Workbook; **Development and Feeding Skills Answer Key** in the Supporting Documents section of the Instructor's Manual.

### SAY:

This next activity will help us review what we have learned about infant development and feeding. Turn to the **Development and Feeding Skills** worksheet in your Participant's Workbook. During this activity, you can also use the **Infant Developmental and Feeding Milestones** and the **CACFP Infant Meal Patterns** handouts as references.

### DO:

Divide participants into five groups. Assign each group one of the age ranges on the chart on the **Development and Feeding Skills** worksheet. Give each group one sheet of chart paper and a marker. Ask each group to review the information for their assigned age range. Have them write the key concept from the section on their paper. Also, have them fill out the last column "What would you feed?" and "How would you feed?" Each group should add this information to their paper. Then, have each group present their section to the rest of the class. As the instructor, provide additional information if needed.



**Instructor's Note:** If the group is too large to do this activity as written, have participants work as partners to complete the final column “What would you feed?” and “How would you feed?” and then review the worksheet as a class. Ask participants to share their answers.

### Objective 3: Demonstrate best practices for safely feeding infants.

#### SHOW SLIDE: Breast Milk Safety

##### SAY:

It's important to be careful when preparing food for infants, as babies have delicate immune systems. Let's take a closer look at proper storing and reheating of breast milk.

##### DO:

Refer participants to the **Food Safety for Breast Milk and Formula Bottles** handout in their Participant's Workbook so that they can follow along during this section in the lesson.

##### SAY:

- Expressed milk should be stored in sterilized bottles or disposable plastic nursing bags.
- Ask mothers to prepare milk in 2–4 oz BPA free bottles. If a child doesn't drink all of the expressed milk, the remaining will have to be disposed.
- Ask mothers to label each container with the child's name, date, and time collected. The milk should only be used for her infant.
- Wash hands before handling breast milk.
- Keep prepared bottles of breast milk in the refrigerator, until feeding time.
- Thaw a bottle of frozen breast milk in the refrigerator, or hold it under cool running water as you slowly swirl the bottle.
- Warm breast milk under warm running water to room temperature, not exceeding 98.6 °F. Never microwave bottles, as this can create hot spots.
- Never vigorously shake the bottle or stir the milk.
- Consult with your local county or city health department for regulations regarding storing breast milk. However, here are some general guidelines for safely using and storing breast milk.

##### Using Expressed Breast Milk:

- Rotate stored breast milk, using the oldest milk first.
- Warm breast milk under warm running water to room temperature, not exceeding 98.6 °F. Never microwave bottles, as this can create hot spots.
- Never vigorously shake the bottle or stir the milk.
- Discard unused breast milk left in the bottle within 2 hours after the infant is finished feeding.

### Storing Expressed Breast Milk:

- Store breast milk in the refrigerator for up to 4 days from the date the breast milk was expressed.
- Use breast milk stored in the freezer within 6 - 12 months.
- Previously frozen breast milk that is thawed and stored in the refrigerator should be used within 24 hours and should never be refrozen.
- Dispose of breast milk left on a countertop after 4 hours.

### SHOW SLIDE: Infant Formula Safety

#### SAY:

Many of the same breast milk safety procedures should be followed when using bottles of formula.

- Wash your hands before preparing formula.
- Keep prepared bottles of formula in the refrigerator until feeding time.
- If preparing formula, rinse and dry the lid prior to preparing the formula.
- Warm bottles under warm running water or by placing the bottle in a container filled with hot, but not boiling water, and letting it stand for a few minutes.
- Never microwave bottles as this can create hot spots.
- Consult with your local county or city health department for regulations regarding storing formula that you have prepared. As a general guideline, use prepared infant formula within 2 hours of preparation. If the prepared infant formula is not being fed within 2 hours, refrigerate it and use within 24 hours. Once you start feeding an infant, make sure the infant formula is consumed within 1 hour. Throw away any leftover formula that is in the bottle.

As we discussed earlier, around 6 months of age, infants can start eating infant foods. Before you feed an infant, you should wash your hands and the infant's hands.

You should always serve baby food from a dish and throw away any food left in the dish after mealtime. As a general guideline, store any baby food that is still in the container (and has not been served) in the refrigerator and use within two days.

## Conclusion

#### DO:

#### (Workbook Activity) Find the Match

**Materials Needed:** Two copies of the **Find the Match** worksheet in the Participant's Workbook; questions and answers from one copy should be cut into individual strips. Use the other copy as an answer key.

**Instructions:** Distribute the individual **Find the Match** strips to participants. Ask participants to walk around the room and find the question or answer that matches their strip. When everyone has found a match, ask each set of participants to share their question and answer with the class.

**Instructor's Note:** For large classes, you may need to make more than one copy of the **Infant Feeding** worksheet to cut into strips. Divide the class into groups of 30 and give each group a set of question and answer strips.

**SHOW SLIDE: Questions**

**SAY:**

Are there any questions before we complete the post-assessment? Please take a few minutes to do the **Lesson 7: Post-Assessment** in your Participant's Workbook. Remember to add the same identifier to the top right corner of the assessment.

**DO:**

Give participants 5 minutes to take the post-assessment. Ask participants to score their own assessments as you review the correct answers using the **Answers to the Lesson 7: Pre-/Post-Assessment**. If this is the conclusion of the seven hour 7-hour training, administer the **Training Post-Assessment** in the place of the lesson's post-assessment. Collect the assessments.



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# Infants and Development Note Page

**INSTRUCTIONS:** Use the note page to take notes you may find useful in your family child care program.

**Introduction:**

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**Objective 1:** Describe the relationship between growth and development.

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**Objective 2:** Describe the relationship between food and health in infants.

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**Objective 3:** Demonstrate best practices for safely feeding infants.

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**Conclusion:**

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# Personalities of Providers and Infants

**INSTRUCTIONS:** Read and follow the steps listed below.

1. If you could be a crayon, what color would you be? Color Box 1 the color that best describes your personality. For example: yellow = warm, blue = cool, hot pink = cheerful. There are no right or wrong answers. We all perceive colors differently.
2. Below Box 1, list two to three words that best describe your personality.
3. Think about three different infants in your care. If each infant were a crayon, what color would he/she be? Color Boxes 2-4 the colors that best describe each infant's personality.
4. Below Boxes 2-4 list two to three words that best describe each infant's personality.

**Box 1: Me**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Box 2: Infant**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Box 3: Infant**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Box 4: Infant**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

5. Now, create three new colors in Boxes 2-4 by blending the color that you chose as representative of your personality with the colors of your infants. Describe the way your personality blends with the personality of the infant. Do you feel the same toward every infant?



# Infant Developmental and Feeding Milestones

## Birth to 4 Months

### Development

- Holding and cuddling are very important during this time. There is no way to “spoil” an infant.
- Eyesight is blurry at birth, but the sense of smell develops quickly. Infants can tell the difference between people by smell.
- Infants hear tones but do not understand words. Speak in a calm, pleasant voice.

### Feeding

- Infants need only breast milk or iron-fortified formula for about the first 6 months of life to meet all their nutritional requirements.
- Feed infants when they are hungry (or on-demand), and stop feeding when they are full (even if they have not finished their bottle).

## 4 Months to 6 Months

### Development

- They grow fast and will double their birth weight in their first 4 to 5 months.
- Infants’ digestive tracts are maturing and able to digest and absorb a wider range of foods.
- They are able to sit up, alone or with very little support.
- They open their mouths when food is presented.
- Infants can close their lips over a spoon.
- They can keep food in their mouth and swallow, rather than pushing it out.

### Feeding

- When infants are developmentally ready, iron-fortified infant cereals and pureed meats are good first foods because they provide iron and zinc that babies need around 6 months of age. Mix cereal with breast milk, iron-fortified infant formula, or water. Always feed cereal with a spoon, never a bottle.
- Gradually add other single-ingredient foods, like fruits and vegetables, before giving combination foods. Once the infant has tried each ingredient in a mixed food without having an allergic reaction, then the infant can try the combination food.
- Start slowly, introducing about 1-2 teaspoons of a new food at a time.
- Allow at least 7 days between the introduction of each new single-ingredient food. Some researchers acknowledge that complementary foods can be introduced at intervals of 2 to 4 days if the infant is developmentally ready. A gradual introduction to new foods helps determine whether a baby is allergic to a food. Talk with parents to find out which new foods they are trying at home and which new foods they would like you to offer their infant.

- Avoid foods with added salt, sugar, honey, modified cornstarch, or modified tapioca starch. Honey and corn syrup may contain *Clostridium botulinum* spores, which can be toxic to an infant.

\*It's important not to serve infants complementary foods until they are able to sit up (alone or with very little support), open their mouths when food is presented, close their lips over a spoon, and keep food in their mouth and swallow (rather than pushing it out).

## 7 Months to 12 Months

### Development

- Infants who are 7 to 12 months old become more attached to others as they experience pleasant interactions, especially with other babies and the caregiver.
- Babies at this age develop preferences for foods they eat and for people.
- They grow quickly. From birth to the end of the first year, an infant may triple in weight and increase in length by 50%.
- They learn to crawl, squat down and stand up, carry objects in their hands, and walk.
- They are fascinated by new things. They love to look at and feel objects of different sizes, shapes, and textures (e.g., soft, hard, smooth, rough, spongy, and furry).
- Babies recognize familiar voices and faces from far away. They also babble constantly, especially when someone talks to them.

### Feeding

- Caregivers can continue adding new foods to an infant's diet one at a time.
- Around 8 or 9 months, infants may try finger foods, such as small pieces of bread, crackers, ready-to-eat cereals, and soft fruits and vegetables.
- Adding meat around 10 months helps to ensure the infant gets enough protein and iron.
- Avoid foods that may cause choking (such as nuts, hot dogs, popcorn, grapes, and other small, hard foods).
- Avoid foods that are spicy, salty, sugary, too hot, or too cold. Remember that honey should not be given to infants until they are 1 year old.
- Once an infant is developmentally ready for meat, fruits, vegetables, and finger foods, these foods become part of the meal pattern and must be served as part of a reimbursable meal.

# CACFP Infant Meal Patterns

Breakfast, Lunch, and Supper	
Birth through 5 Months	6 through 11 Months
4-6 fluid ounces breast milk <sup>1</sup> or formula <sup>2</sup>	<p>6-8 fluid ounces breast milk<sup>1</sup> or formula;<sup>2</sup> <b>and</b></p> <p>0-½ ounce equivalent infant cereal;<sup>2</sup> or</p> <p>0-4 tablespoons</p> <p>meat,</p> <p>fish,</p> <p>poultry,</p> <p>whole egg,</p> <p>cooked dry beans, peas, and lentils; or</p> <p>0-2 ounces of cheese; or</p> <p>0-4 ounces (volume) of cottage cheese; or</p> <p>0-4 ounces or ¼ cup of yogurt;<sup>3</sup> or</p> <p>0-4 tablespoons (¼ cup) or 2.2 ounces tofu;<sup>4</sup> or a combination of the above;<sup>5</sup> <b>and</b></p> <p>0-2 tablespoons vegetable or fruit, or a combination of both.<sup>5,6</sup></p>
<p><sup>1</sup> Breast milk or formula, or portions of both, must be served; however, it is recommended that breast milk be served in place of formula from birth through 11 months. For some breastfed infants who regularly consume less than the minimum amount of breast milk per feeding, a serving of less than the minimum amount of breast milk may be offered, with additional breast milk offered at a later time if the infant will consume more.</p> <p><sup>2</sup> Infant formula and dry infant cereal must be iron-fortified.</p> <p><sup>3</sup> Yogurt may be regular or soy, plain or flavored, unsweetened or sweetened. Through September 30, 2025, yogurt must contain no more than 23 grams of total sugars per 6 ounces. By October 1, 2025, yogurt must contain no more than 12 grams of added sugars per 6 ounces (2 grams of added sugars per ounce).</p> <p><sup>4</sup> The minimum serving amount of commercially prepared tofu for infants 6 through 11 months must contain at least 5 grams of protein.</p> <p><sup>5</sup> A serving of this component is required when the infant is developmentally ready to accept it.</p> <p><sup>6</sup> Fruit and vegetable juices must not be served.</p>	

## CACFP Infant Meal Patterns (cont.)

Snack	
Birth through 5 Months	6 through 11 Months
4-6 fluid ounces breast milk <sup>1</sup> or formula <sup>2</sup>	2-4 fluid ounces breast milk <sup>1</sup> or formula; <sup>2</sup> <b>and</b>  0- <sup>1</sup> / <sub>2</sub> ounce equivalent bread or bread-like items; <sup>3</sup> or 0- <sup>1</sup> / <sub>4</sub> ounce equivalent crackers; <sup>3</sup> or 0- <sup>1</sup> / <sub>2</sub> ounce equivalent infant cereal; <sup>2,3</sup> or 0- <sup>1</sup> / <sub>4</sub> ounce equivalent ready-to-eat breakfast cereal; <sup>3,4,5</sup> <b>and</b>  0-2 tablespoons vegetable or fruit, or a combination of both. <sup>4,6</sup>
<p><sup>1</sup> Breast milk or formula, or portions of both, must be served; however, it is recommended that breast milk be served from birth through 11 months. For some breastfed infants who regularly consume less than the minimum amount of breast milk per feeding, a serving of less than the minimum amount of breast milk may be offered, with additional breast milk offered at a later time if the infant will consume more.</p> <p><sup>2</sup> Infant formula and dry infant cereal must be iron-fortified.</p> <p><sup>3</sup> A serving of grains must be whole grain-rich, enriched meal, enriched flour, bran, or germ.</p> <p><sup>4</sup> A serving of this component is required when the infant is developmentally ready to accept it.</p> <p><sup>5</sup> Through September 30, 2025, breakfast cereals must contain no more than 6 grams of total sugars per dry ounce. By October 1, 2025, breakfast cereals must contain no more than 6 grams of added sugars per dry ounce.</p> <p><sup>6</sup> Fruit and vegetable juices must not be served.</p>	

## Special Nutrition Needs of Infants

- Excess fat in adults can cause heart problems, but it is necessary for infants. Infants need fat in moderation to help them grow and for the development of the brain and nervous system.
- Infants need fiber in moderation. Adults benefit from high-fiber diets, but they are not good for infants. Fiber is bulky, filling, and usually low in calories.
- Infants need only naturally occurring sugars, like those found in breast milk, infant formula, and fruit. Avoid foods containing artificial sweeteners.
- Infants can get the sodium they need from the food that they eat. It is not necessary to add salt to their food.
- Choose foods with zinc, iron, and calcium for growth. These minerals are important for healthy blood, proper growth, and strong bones. Food sources of iron and zinc are meats and eggs. Food sources of calcium are infant formula and dark green vegetables.



# Development and Feeding Skills

**INSTRUCTIONS:** Read the first five columns about an infant's development for the age listed. Then decide what would be the most appropriate foods for the infant in that age range and how you would deliver the food.

Infant's Approximate Age	Hand and Body Skills	Feeding Skills or Abilities	Hunger Cues	Fullness Cues	What would you feed? How would you feed?
0-4 months	<ul style="list-style-type: none"> <li>Sucks and swallows</li> <li>Poor control of head, neck, and trunk</li> <li>Needs head support</li> <li>Brings hand to mouth at 3 months</li> </ul>	<ul style="list-style-type: none"> <li>Swallows liquids</li> <li>Pushes most solid objects from mouth</li> </ul>	<ul style="list-style-type: none"> <li>Wakes and tosses</li> <li>Sucks on fist</li> <li>Cries or fusses</li> <li>Opens mouth while feeding to indicate wanting more</li> </ul>	<ul style="list-style-type: none"> <li>Seals lips together</li> <li>Turns head away</li> <li>Decreases or stops sucking</li> <li>Spits out the nipple or falls asleep when full</li> </ul>	
4-6 months	<ul style="list-style-type: none"> <li>Sits with support</li> <li>Good head control</li> <li>Uses whole hand grasp (palmar grasp)</li> <li>Opens mouth when sees spoon approaching</li> </ul>	<ul style="list-style-type: none"> <li>Takes spoonfuls of puréed or strained food and swallows without choking</li> <li>Drinks small amount from a cup with the help of another person</li> </ul>	<ul style="list-style-type: none"> <li>Cries or fusses</li> <li>Smiles or coos to indicate hunger</li> <li>Moves head toward spoon</li> </ul>	<ul style="list-style-type: none"> <li>Decreases rate of sucking or stops sucking when full</li> <li>Spits out nipple</li> <li>Turns head away</li> <li>May be distracted</li> </ul>	
5-9 months	<ul style="list-style-type: none"> <li>Can control the position of food in the mouth</li> <li>Sits alone</li> <li>Follows food with eyes</li> <li>Transfers food from one hand to the other</li> <li>Tries to grasp food</li> </ul>	<ul style="list-style-type: none"> <li>Begins to eat mashed foods</li> <li>Eats from a spoon easily</li> <li>Drinks from a cup with some spilling</li> <li>Begins to feed self with hands</li> </ul>	<ul style="list-style-type: none"> <li>Reaches for spoon or food</li> <li>Points to food</li> </ul>	<ul style="list-style-type: none"> <li>Eating slows down</li> <li>Pushes food away</li> </ul>	

Infant's Approximate Age	Hand and Body Skills	Feeding Skills or Abilities	Hunger Cues	Fullness Cues	What would you feed? How would you feed?
8–11 months	<p>Begins to use jaw and tongue to mash food</p> <p>Transfers objects from hand to mouth</p> <p>Uses thumb and index fingers to pick up objects (pincer grasp)</p> <p>Plays with spoon at mealtime</p>	<p>Begins to eat ground or finely chopped food and small pieces of soft food</p> <p>Begins to experiment with spoon but prefers to feed with hands</p> <p>Drinks from a cup with less spilling</p>	<p>Reaches for food</p> <p>Points to food</p> <p>Gets excited when food is presented</p>	<p>Eating slows down</p> <p>Clenches mouth shut or pushes food away</p>	
10–12 months	<p>Able to chew</p> <p>Feeds self easily with fingers</p> <p>Begins to put spoon in mouth</p> <p>Dips spoon in food</p> <p>Demands to spoon feed self</p> <p>Begins to hold cup with two hands</p> <p>Drinks from a straw</p> <p>Good eye-hand-mouth coordination</p>	<p>Begins to eat chopped food and small pieces of soft, cooked table food</p> <p>Begins to spoon feed self with help</p> <p>Bites through a variety of textures</p>	<p>Expresses desire for specific food with words or sounds</p>	<p>Expresses disinterest for food with word, sounds, or actions</p> <p>Moves head to say no more</p>	

Note: Developmental stages may vary with individual infants.

Source: United States Department of Agriculture. (2017). Infant feeding guide. Retrieved from <https://wicworks.fns.usda.gov/infants/infant-feeding-guide>



# Development and Feeding Skills Answer Key

**Instructor’s Note:** The answers lists are possible correct answers, there may be additional correct answers that participants choose to include. Many answers will span over several age groups. It is important to remember that each infant will have different timing for the introduction of different foods.

**INSTRUCTIONS:** Read the first five columns about an infant’s development for the age listed. Then decide what would be the most appropriate foods for the infant in that age range and how you would deliver the food.

Infant’s Approximate Age	Hand and Body Skills	Feeding Skills or Abilities	Hunger Cues	Fullness Cues	What would you feed? How would you feed?
0–4 months	<p>Suck and swallow</p> <p>Poor control of head, neck, and trunk</p> <p>Needs head support</p> <p>Brings hand to mouth at 3 months</p>	<p>Swallows liquids</p> <p>Pushes most solid objects from mouth</p>	<p>Wakes and tosses</p> <p>Sucks on fist</p> <p>Cries or fusses</p> <p>Opens mouth while feeding to indicate wanting more</p>	<p>Seals lips together</p> <p>Turns head away</p> <p>Decreases or stops sucking</p> <p>Spits out the nipple or falls asleep when full</p>	<p>Between birth and 4 months, infants only need breast milk or iron-fortified infant formula.</p> <p>An infant should always be held when you are feeding a bottle.</p>
4–6 months	<p>Sits with support</p> <p>Good head control</p> <p>Uses whole hand grasp (palmar grasp)</p> <p>Opens mouth when sees spoon approaching</p>	<p>Takes spoonfuls of pureed or strained food and swallows without choking</p> <p>Drinks small amount from a cup with the help of another person</p>	<p>Cries or fusses</p> <p>Smiles or coos to indicate hunger</p> <p>Moves head toward spoon</p>	<p>Decrease rate of sucking or stops sucking when full</p> <p>Spits out nipple</p> <p>Turns head away</p> <p>May be distracted</p>	<p>Infants at this age are starting solid foods, but primary source of nutrition still comes from breast milk or infant formula.</p> <p>You can start introducing solids at around 6 months, if an infant is ready. Iron-fortified infant cereals and pureed meats are good first foods.</p> <p>Allow time between the introduction of each new food.</p> <p>Start with 1–2 teaspoons at a time.</p> <p>Avoid food with added salt, sugar, honey, modified cornstarch, or modified tapioca starch.</p> <p>Infants should sit up in a safe location when they eat.</p> <p>Feed with a spoon.</p>

Infant's Approximate Age	Hand and Body Skills	Feeding Skills or Abilities	Hunger Cues	Fullness Cues	What would you feed? How would you feed?
5-9 months	<p>Can control the position of food in the mouth</p> <p>Sits alone</p> <p>Follows food with eyes</p> <p>Transfers food from one hand to the other</p> <p>Tries to grasp food</p>	<p>Begins to eat mashed foods</p> <p>Eats from a spoon easily</p> <p>Drinks from a cup with some spilling</p> <p>Begins to feed self with hands</p>	<p>Reaches for spoon or food</p> <p>Points to food</p>	<p>Eating slows down</p> <p>Pushes food away</p>	<p>Infants can begin to add more solid foods to the diet in addition to breast milk or formula.</p> <p>Foods should be mashed.</p> <p>Start allowing infants to use hands to eat some foods.</p> <p>Can begin to help infant drink small amounts of liquid from a cup.</p>
8-11 months	<p>Begins to use jaw and tongue to mash food</p> <p>Transfers objects from hand to mouth</p> <p>Uses thumb and index fingers to pick up objects (pincer grasp)</p> <p>Plays with spoon at mealtime</p>	<p>Begins to eat ground or finely chopped food and small pieces of soft food</p> <p>Begins to experiment with spoon but prefers to feed with hands</p> <p>Drinks from a cup with less spilling</p>	<p>Reaches for food</p> <p>Points to food</p> <p>Gets excited when food is presented</p>	<p>Eating slows down</p> <p>Clenches mouth shut or pushes food away</p>	<p>Infant can begin to eat more textures with finely ground or chopped foods.</p> <p>Allow infant to use hands to eat soft foods such as small pieces of bread and soft fruits and vegetables.</p> <p>Infant can continue working on drinking from a cup.</p> <p>Can give a spoon to the infant during mealtime (at this point will probably just play with the spoon).</p>
10-12 months	<p>Able to chew</p> <p>Feeds self easily with fingers</p> <p>Begins to put spoon in mouth</p> <p>Dips spoon in food</p> <p>Demands to spoon feed self</p> <p>Begins to hold cup with two hands</p> <p>Drinks from a straw</p> <p>Good eye-hand-mouth coordination</p>	<p>Begins to eat chopped food and small pieces of soft, cooked table food</p> <p>Begins to spoon feed self with help</p> <p>Bites through a variety of textures</p>	<p>Expresses desire for specific food with words or sounds</p>	<p>Expresses disinterest for food with words, sounds, or actions</p> <p>Moves head to say no more</p>	<p>Eat chopped food or food in small pieces.</p> <p>Add ground meats.</p> <p>Move more toward table food by mashing it for the infant to eat.</p> <p>Allow the infant more opportunities to drink from a cup and a straw.</p> <p>Allow infants to feed themselves with a spoon.</p>

# Food Safety for Breast Milk and Formula Bottles

## Breast Milk

- Expressed milk should be stored in sterilized bottles or disposable plastic nursing bags.
- Ask mothers to prepare milk in 2–4 oz BPA free bottles. If a child doesn't drink all of the expressed milk, the remaining will have to be disposed.
- Ask mothers to label each container with the child's name, date, and time collected. The milk should only be used for her infant.
- Wash hands before handling breast milk.
- Keep prepared bottles of breast milk in the refrigerator until feeding time.
- Thaw a bottle of frozen breast milk in the refrigerator, or hold it under cool running water as you slowly swirl the bottle.
- Warm breast milk under warm running water to room temperature, not exceeding 98.6°F. Never microwave bottles, as this can create hot spots.
- Never vigorously shake the bottle or stir the milk.
- Consult with your local county or city health department for regulations regarding storing breast milk. However, here are some general guidelines for safely using and storing breast milk.
- Using Expressed Breast Milk:
  - Rotate stored breast milk, using the oldest milk first.
  - Warm breast milk under warm running water to room temperature, not exceeding 98.6 °F. Never microwave bottles, as this can create hot spots.
  - Never vigorously shake the bottle or stir the milk.
  - Discard unused breast milk left in the bottle within 2 hours after the infant is finished feeding.
- Storing Expressed Breast Milk:
  - Store breast milk in the refrigerator for up to 4 days from the date the breast milk was expressed.
  - Use breast milk stored in the freezer within 6 - 12 months.
  - Previously frozen breast milk that is thawed and stored in the refrigerator should be used within 24 hours and should never be refrozen.
  - Dispose of breast milk left on a countertop after 4 hours.

## Formula

- Wash your hands before preparing formula.
- Keep prepared bottles of formula in the refrigerator until feeding time.
- If preparing formula, rinse and dry the lid prior to preparing the formula.
- Warm bottles under warm running water or by placing the bottle in a container filled with hot, but not boiling water, and letting it stand for a few minutes.

- Never microwave bottles as this can create hot spots.
- Consult with your local county or city health department for regulations regarding storing formula that you have prepared. As a general guideline, use prepared infant formula within 2 hours of preparation. If the prepared infant formula is not being fed within 2 hours, refrigerate it and use within 24 hours. Once you start feeding an infant, make sure the infant formula is consumed within 1 hour. Throw away any leftover formula that is in the bottle.

## Find the Match

**INSTRUCTIONS:** Make two copies of the questions and answers below. Cut the questions and answers from one copy into individual strips. Use the other copy as an answer key. Pass one strip of paper to each participant. Ask participants to walk around the room and find the question or answer that matches their strip. When everyone has found a match, ask each set of participants to share their question and answer with the class.

Question: What should you always do when you are feeding an infant a bottle?	Answer: Hold an infant
Question: What is an indicator that an infant is ready for solid food?	Answer: Infants are able to sit up alone or with support
Question: What is the only food needed for infants birth through 3 months?	Answer: Breast milk or iron-fortified formula
Question: What is the increase in weight that an infant will have during the first year?	Answer: Triple the weight
Question: What is the age that most infants can start solid food?	Answer: Around 6 months
Question: What is a good first solid food to serve to infants when they are developmentally ready?	Answer: Iron-fortified infant cereals and pureed meats
Question: What is the serving size of a new food for an infant?	Answer: 1-2 teaspoons
Question: Why is it important to allow time between the introduction of new foods?	Answer: To determine possible allergies

Question: What types of bottled baby foods are to be avoided for infants?	Answer: Combination foods and desserts
Question: What ingredients in baby foods are unnecessary/unhealthy for infants?	Answer: Sugar, honey, salt, modified cornstarch and modified tapioca starch
Question: What should you not use to thaw or warm bottles?	Answer: A microwave
Question: What is the first thing you do before feeding a baby to prevent the spread of illness?	Answer: Wash hands
Question: From where should food be served to infants?	Answer: A dish or bowl
Question: What should you do with leftover food from a serving dish?	Answer: Discard all leftover food
Question: How long should you keep a bottle of formula in the refrigerator?	Answer: 24 hours

## Lesson 7: Pre-/Post-Assessment

**INSTRUCTIONS:** Place an identifier, such as a letter or a number, on the top right corner of the page. Read each question and all of the possible answers. Then, circle the best answer.

1. Avoid feeding infants nuts, hot dogs, and grapes because they can cause \_\_\_\_\_.
  - a. constipation
  - b. choking
  - c. poor nutrient intake
  - d. diarrhea
  
2. Fruit juice \_\_\_\_\_.
  - a. offers a nutritious choice for infants of all ages
  - b. offers no nutritional benefit for infants less than 12 months old
  - c. is a better choice than whole fruit for infants
  - d. is an important part of an infant's diet
  
3. In the first year of life, infants will \_\_\_\_\_ in weight.
  - a. stay the same
  - b. double
  - c. triple
  - d. quadruple
  
4. Infants need only \_\_\_\_\_ for about the first 6 months of life.
  - a. breast milk or iron-fortified infant formula
  - b. breast milk or iron-fortified infant formula and water
  - c. small amounts of food
  - d. breast milk or iron-fortified infant formula and rice cereal
  
5. How should bottles be warmed?
  - a. in the microwave
  - b. on the counter top
  - c. by placing them in hot water
  - d. by shaking vigorously

## Answers to the Lesson 7: Pre-/Post-Assessment

**Instructor's Note:** The correct answers are underlined below.

**INSTRUCTIONS:** Place an identifier, such as a letter or a number, on the top right corner of the page. Read each question and all of the possible answers. Then, circle the best answer.

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# Appendix

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## Training Pre-/Post-Assessment

**INSTRUCTIONS:** Place an identifier, such as a letter or a number, on the top right corner of the page. Read each question and all of the possible answers. Then, circle the best answer.

1. To help children develop healthy eating habits, you should do all of the following, EXCEPT
  - a. set a good example.
  - b. serve large portions so they won't get hungry.
  - c. help children know when they have had enough.
  - d. let children help in the kitchen.
  
2. Toddlers and preschoolers should not be sedentary (watching TV, etc.) for more than \_\_\_\_ minutes at a time, unless they are sleeping.
  - a. 15
  - b. 30
  - c. 60
  - d. 90
  
3. Grains are divided into two groups, which are
  - a. whole grains and refined grains.
  - b. bread and pasta.
  - c. meal items and baked goods.
  - d. crackers and cookies.
  
4. The four steps of food safety are
  - a. clean, separate, cook, and chill.
  - b. clean, sanitize, store, and refrigerate.
  - c. wash, sanitize, store, and chill.
  - d. separate, store, sanitize, and save.
  
5. The Temperature Danger Zone is
  - a. 40 °F to 165 °F.
  - b. 32 °F to 140 °F.
  - c. 50 °F to 150 °F.
  - d. 40 °F to 140 °F.

6. Children should wash their hands
  - a. when preparing food.
  - b. before eating.
  - c. for 20 seconds.
  - d. all of the above.
  
7. During meals
  - a. no one should talk so everyone can focus on eating.
  - b. there should be pleasant conversation that focuses on the children.
  - c. children should eat all the food they serve themselves.
  - d. adults should eat different food than the children.
  
8. A food allergy policy should include
  - a. an emergency plan in case of a severe allergic reaction.
  - b. procedures for obtaining information from caregivers and physicians.
  - c. ways the family child care program will avoid cross contact.
  - d. all of the above.
  
9. A food allergy is different from a food intolerance because
  - a. the symptoms are always different.
  - b. it involves the immune system.
  - c. it is never outgrown.
  - d. only children get them.
  
10. Infants need only \_\_\_\_\_ for about the first 6 months of life.
  - a. breast milk or iron-fortified infant formula
  - b. breast milk or iron-fortified infant formula and water
  - c. small amounts of food
  - d. breast milk or iron-fortified infant formula and rice cereal

## Answers to the Training Pre-/Post-Assessment

**INSTRUCTIONS:** Place an identifier, such as a letter or a number, on the top right corner of the page. Read each question and all of the possible answers. Then, circle the best answer.

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- Grains are divided into two groups, which are
  - whole grains and refined grains.**
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# Glossary

**Allergen:** A protein in food that triggers an immune response in a person who has an allergy

**Anaphylaxis:** A severe allergic reaction that can cause death

**Best if Used By (or Before) Date:** The recommended date for the best flavor or quality, it is not a purchase or safety date.

**BPA-Free Bottles:** Bottles that do not contain bisphenol A (or BPA). BPA is an industrial chemical that has been used to make certain plastics and resins. There is concern that BPA may cause health effects on the brain, behavior, and prostate gland of fetuses, infants, and children.

**Budget:** An itemized summary of estimated or intended expenditures for a given period of time

**Burp:** To cause a baby to expel air from the stomach, such as by patting the back after feeding

**CDC:** Centers for Disease Control and Prevention

**Celiac Disease:** A disorder in which gluten causes damage to the intestines

**Combination Foods:** Commercially prepared infant foods including a variety of vegetables, fruits, or meats. Examples are corn and sweet potatoes, apples and plums, and peas and carrots.

**Convenience Foods:** Foods that have been partially or completely prepared when purchased. Examples are chicken nuggets, frozen lasagna, and French fries.

**Cross Contact:** When an allergen is transferred from a food containing an allergen to a food that does not contain the allergen.

**Cross Contamination:** The transfer of harmful substances or disease-causing microorganisms to food by hands, food, equipment, or chemicals.

**Cycle Menu:** A series of menus planned for a period of time, such as 3 weeks. The menu is different for each day during the cycle.

**Dietary Fiber:** The indigestible portion of food that comes from plants. Dietary fiber plays an important role in maintaining a healthy body.

**Expressed Milk:** Breast milk a nursing mother has pumped from her breast for later use

**Family Style Meals:** Meals in which tables are set with plates and utensils and food is passed in small containers from which the children serve themselves. Beverages are served in small pitchers so children can pour beverages themselves.

**Food Allergy:** An abnormal immune response that occurs when the body reacts to a certain food as if it is a harmful substance

**Food Intolerance:** A reaction to food that does not involve the immune system

**Foodborne Illness:** An illness that is carried or transmitted to people by a food or beverage

**Infant:** A child under the age of 1 year

**Lactose Intolerance:** A common food intolerance that results in the inability to properly digest the sugar in milk

**Legumes:** A term used for beans, peas, and lentils.

**MyPlate:** A USDA graphic used as a tool to provide basic nutrition guidance.

**Obesity:** In children, it is defined as a Body Mass Index (BMI) at or above the 95th percentile for children of the same age and gender.

**Overweight:** In children, it is defined as a Body Mass Index (BMI) at or above the 85th percentile and lower than the 95th percentile for children of the same age and gender.

**Pathogen:** A disease causing microbe that can contaminate food

**Rest Time:** The amount of time the product remains at the final temperature after it has been removed from the heat source

**Sell-By Date:** This date tells the store how long to display the product for sale. The product should be purchased before the date expires.

**Single-Ingredient Foods:** Commercially prepared infant foods including one main item such as carrots or peas

**SMART Goals:** A guide to creating successful goals by making them specific, measurable, achievable, realistic, and timely

**Structured Physical Activity:** Activity led by an adult caregiver

**Temperature Danger Zone:** The temperature zone in which bacteria multiply rapidly; between 40 °F and 140 °F

**Transition Activities:** Small activities between major activities that can be implemented during any change of activities. For example, using a song between cleanup time and handwashing for lunch

**Unit Price:** The cost of one unit, such as an ounce

**Unstructured Physical Activity:** Activity led by children and also is known as free play

**Use-By Date:** The last date recommended for the use of the product while at peak quality. The date has been determined by the manufacturer of the product.

**Wellness Policy:** A written document that creates the framework for healthy environments by using goals and action steps

**Whole Grains:** Grain items that contain the entire grain kernel (the bran, germ, and endosperm)

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